

McDougal Littell

# WORLD HISTORY

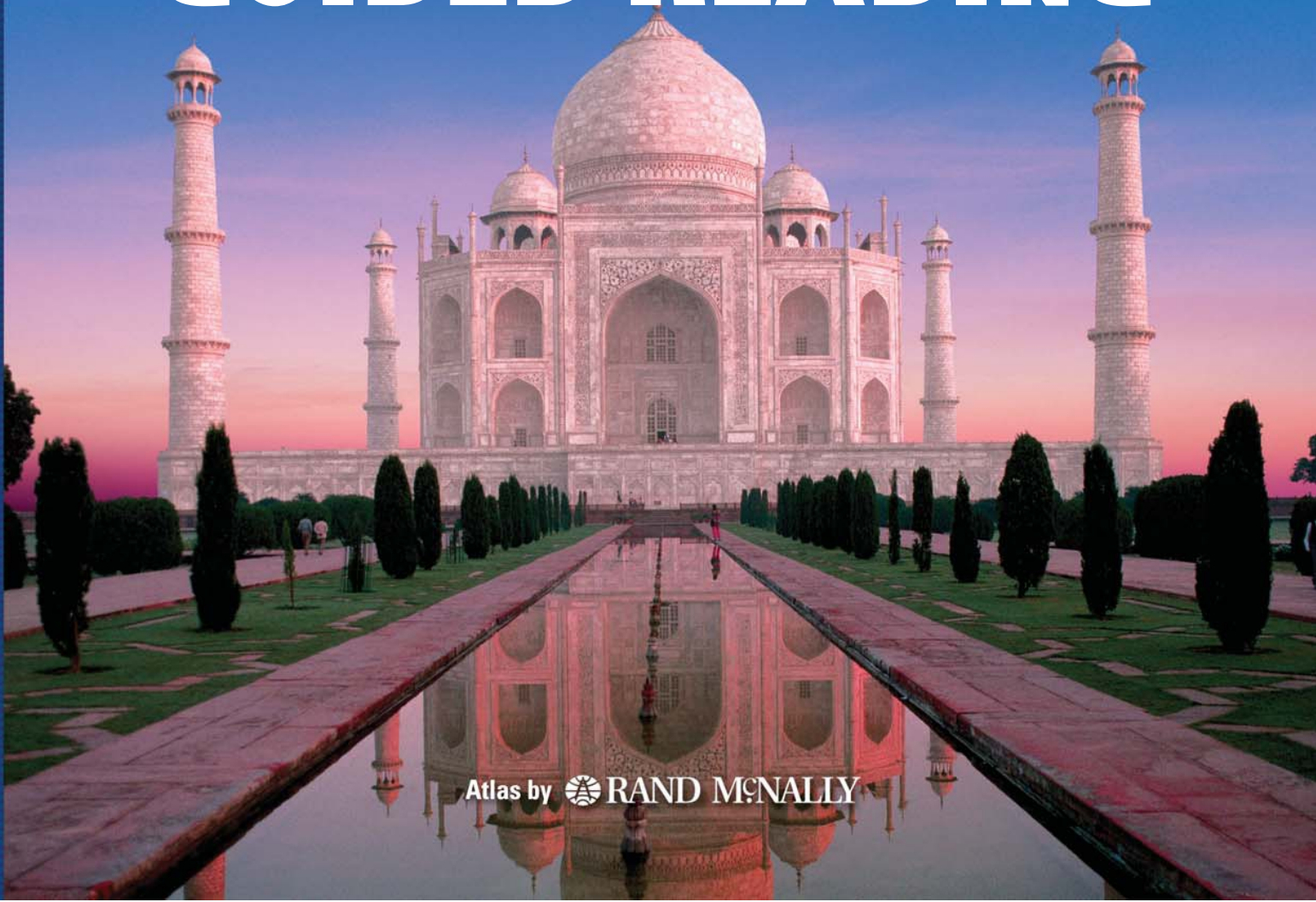
VISIT...

PATTERNS OF INTERACTION

LANZAROTE  
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## GUIDED READING



Atlas by  RAND McNALLY

**CHAPTER**  
**1****Section 1****GUIDED READING** *Human Origins in Africa*

**A. Categorizing** As you read about early humans, fill in the chart below by describing the physical traits and achievements of each species of hominid listed.

| Name                   | Traits | Achievements |
|------------------------|--------|--------------|
| 1. Australopithecines  |        |              |
| 2. <i>Homo habilis</i> |        |              |
| 3. <i>Homo erectus</i> |        |              |
| 4. Neanderthals        |        |              |
| 5. Cro-Magnons         |        |              |

**B. Comparing and Contrasting** Fill in the chart below to compare the Old Stone Age and the New Stone Age.

| Stone Age       | Began | Ended | Achievements |
|-----------------|-------|-------|--------------|
| Paleolithic Age |       |       |              |
| Neolithic Age   |       |       |              |

**C. Writing for a Specific Purpose** On the back of this paper, explain the work of anthropologists, archaeologists, and paleontologists. Use the following terms in your explanation.

**artifacts****culture****technology**

**CHAPTER**  
**1****Section 2****GUIDED READING** *Humans Try to Control Nature*

**A. Summarizing** As you read this section, take notes to answer questions about the development of agriculture.

**People of the Old Stone Age were nomads who wandered from place to place in search of food.**

|                                                                                  |                                                     |
|----------------------------------------------------------------------------------|-----------------------------------------------------|
| 1. How did hunter-gatherers use technology to improve their chances of survival? | 2. What types of art did Paleolithic people create? |
|----------------------------------------------------------------------------------|-----------------------------------------------------|

**About 10,000 years ago, an agricultural revolution began.**

|                                                     |                                                  |
|-----------------------------------------------------|--------------------------------------------------|
| 3. What factors led to the agricultural revolution? | 4. How did farming develop and spread worldwide? |
|-----------------------------------------------------|--------------------------------------------------|

**Farming led to a settled way of life.**

|                                                                        |                                            |
|------------------------------------------------------------------------|--------------------------------------------|
| 5. What were some of the cultural achievements of Neolithic villagers? | 6. What problems did early villagers face? |
|------------------------------------------------------------------------|--------------------------------------------|

**B. Identifying Problems and Solutions** On the back of this paper explain how stone age peoples used **slash-and-burn farming** and the **domestication** of animals to produce a steady source of food.

CHAPTER  
**1**

GUIDED READING *Patterns of Change: Civilization*

Section 3

- A. Determining Main Ideas** As you read this section, fill in the boxes below.  
List the social and economic changes that led to the development of cities and the rise of civilization.

**Village and town life begin.**

1. Economic changes

2. Social changes

**Cities emerge and grow.**

3. Economic changes

4. Social changes

**Civilizations arise.**

- B. Writing Expository Paragraphs** On the back of this paper, explain how Ur typified an ancient civilization. Use the following terms in your explanation.

specialization  
cuneiform

artisans  
barter

institution  
ziggurat

scribes



**BUILDING VOCABULARY** *The Peopling of the World*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                              |                                                                                  |
|------------------------------|----------------------------------------------------------------------------------|
| _____ 1. artifact            | a. skilled worker who makes goods by hand                                        |
| _____ 2. Paleolithic Age     | b. the New Stone Age, in which people learned to grow crops and raise animals    |
| _____ 3. Neolithic Age       | c. group whose food supply depends on hunting animals and collecting plant foods |
| _____ 4. <i>Homo sapiens</i> | d. the earlier and longer part of the Stone Age, in which tools were invented    |
| _____ 5. hunter-gatherer     | e. period of time when people began making bronze tools and weapons              |
| _____ 6. artisan             | f. the species name for modern humans                                            |
| _____ 7. scribe              | g. human-made object                                                             |
| _____ 8. Bronze Age          | h. professional record-keeper                                                    |

**B. Completion** Select the term or name that best completes the sentence.

|         |                |           |          |
|---------|----------------|-----------|----------|
| culture | Neolithic      | farming   | barter   |
| hominid | Revolution     | cuneiform | ziggurat |
| nomad   | slash-and-burn |           |          |

1. A \_\_\_\_\_ moves from place to place searching for new sources of food.
2. Ancient Sumerians practiced \_\_\_\_\_ when they traded goods and services without using money.
3. Sumerian scribes invented \_\_\_\_\_, a system of writing using wedge-shaped symbols.
4. A people's unique way of life is called \_\_\_\_\_.
5. The beginnings of farming that characterized the \_\_\_\_\_ brought far-reaching changes in human life.
6. In \_\_\_\_\_, people cut trees or grasses and burn them to clear fields for planting crops.

**C. Writing** Write a paragraph summarizing how early civilizations developed using the following terms.

|            |               |                |             |
|------------|---------------|----------------|-------------|
| technology | domestication | specialization | institution |
|------------|---------------|----------------|-------------|

CHAPTER  
**1**

Section 1

**SKILLBUILDER PRACTICE** *Interpreting Maps*

*The map on page 10 of your textbook shows early human migration routes. To interpret the information depicted in the map, first study the compass rose, scale, and legend. The compass rose shows direction, the scale indicates distance, and the legend explains what the colors and symbols represent. Then answer the questions below. (See Skillbuilder Handbook)*

1. In what directions did *Homo erectus* migrate from Kenya in east Africa to Indonesia? \_\_\_\_\_  
\_\_\_\_\_
2. To what continents did *Homo sapiens* migrate from Asia? \_\_\_\_\_  
\_\_\_\_\_
3. What is the approximate distance *Homo erectus* traveled as they migrated from Ubeidiya, Israel, to Lantian, China? \_\_\_\_\_  
\_\_\_\_\_
4. What environmental factors may have influenced migration routes? \_\_\_\_\_  
\_\_\_\_\_
5. a. On what continents are fossil sites of *Homo erectus* located? \_\_\_\_\_  
\_\_\_\_\_
- b. On what continents are there fossil sites of *Homo sapiens*? \_\_\_\_\_  
\_\_\_\_\_
- c. What do the dates of these sites reveal about the chronology of early human migration? \_\_\_\_\_  
\_\_\_\_\_
6. What conclusions can you draw about early humans from the information presented in the map? \_\_\_\_\_  
\_\_\_\_\_

## CHAPTER

## 1

## Section 2

**GEOGRAPHY APPLICATION: PLACE** *Catal Huyuk*

*Directions: Read the paragraphs below and study the illustration carefully. Then answer the questions that follow.*

Among the many ancient settlements of human beings in the world was the village of Catal Huyuk. Founded approximately 8,000 years ago in the hills of what is now Turkey, Catal Huyuk lasted for nearly 2,000 years before mysteriously disappearing.

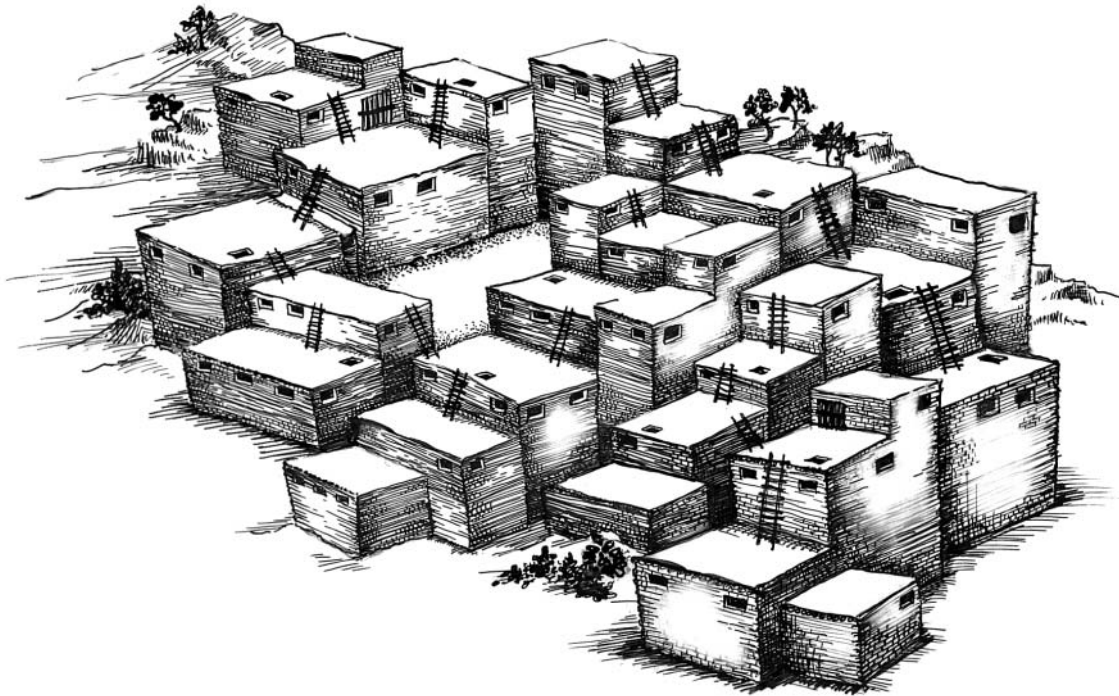
The settlement was the world's most advanced human center of the first agricultural age. However, Catal Huyuk did not develop near a major river system, as might have been expected of a farming village. Instead, it developed near a small stream in the shadow of three menacing volcanoes.

The people of Catal Huyuk fortified themselves against invaders and wild animals by building a village that contained no doors or streets. Instead, inhabitants used a hole in the roof to enter and exit and people simply moved around on top of each other's dwellings. Families constructed their houses with strong mud-dried brick. The roofs were made of woven reeds and mud and were connected on

one or more sides to the units next to them. Each family dwelling contained an open hearth, an oven in the wall, and clearly defined sleeping areas.

The residents of Catal Huyuk appeared to be a religious people. Elaborate shrines were constructed in the same fashion as the dwellings, and contained four or five rooms. Paintings filled the walls of these shrines and often included the chief deity, who was believed to be a goddess. This goddess was frequently depicted giving birth, nursing a child, or living as an old woman accompanied by a vulture.

The economic base of Catal Huyuk was also highly sophisticated for the time. Like their ancestors, these people still hunted, but they also bred goats, sheep, and cattle. In addition, they produced many different types of foods, including peas, several grains, berries, and berry wine. However, like other prehistoric humans, the people of Catal Huyuk did not live much past their twenties.



**Interpreting Text and Visuals**

1. What does the illustration reveal about the way that the people of Catal Huyuk entered their dwellings and moved from house to house? \_\_\_\_\_  
\_\_\_\_\_
2. Where was Catal Huyuk located? \_\_\_\_\_
3. Describe the physical surroundings of Catal Huyuk. \_\_\_\_\_  
\_\_\_\_\_
4. Explain how the village of Catal Huyuk was constructed. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What role did religion play in the lives of the people of Catal Huyuk? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. If Catal Huyuk had been built near a major river system, how might life have been different? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Look again at the illustration. Explain what you think the inhabitants of Catal Huyuk gained by constructing their settlement in this manner. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**CHAPTER**  
**1****Section 1****PRIMARY SOURCE** *from Lucy: The Beginnings of Humankind*

*In the following excerpt, American paleoanthropologist Donald Johanson describes how he and his colleague Tom Gray found the fossils of a 3.5 million-year-old hominid they nicknamed “Lucy.” As you read, consider how the scientists feel about their discovery.*

On the morning of November 30, 1974, I woke, as I usually do on a field expedition, at daybreak. I was in Ethiopia, camped on the edge of a small muddy river, the Awash, at a place called Hadar, about a hundred miles northeast of Addis Ababa. I had been there for several weeks, acting as coleader of a group of scientists looking for fossils.

... It was still relatively cool, not more than 80 degrees. The air had the unmistakable crystalline smell of early morning on the desert, faintly touched with the smoke of cooking fires. Some of the Afar tribesmen who worked for the expedition had brought their families with them, and there was a small compound of dome-shaped huts made of sticks and grass mats about two hundred yards from the main camp. ...

Tom Gray joined me for coffee. Tom was an American graduate student who had come out to Hadar to study the fossil animals and plants of the region, to reconstruct as accurately as possible the kinds and frequencies and relationships of what had lived there at various times in the remote past and what the climate had been like. My own target—the reason for our expedition—was hominid fossils: the bones of extinct human ancestors and their close relatives. I was interested in the evidence for human evolution. But to understand that, to interpret any hominid fossils we might find, we had to have the supporting work of other specialists like Tom.

“So, what’s up for today?” I asked.

Tom said he was busy marking fossil sites on a map.

“When are you going to mark in Locality 162?”

“I’m not sure where 162 is,” he said.

“Then I guess I’ll have to show you.” I wasn’t eager to go out with Gray that morning. I had a tremendous amount of work to catch up on. ... I should have stayed in camp that morning—but I didn’t. I felt a strong subconscious urge to go with

Tom, and I obeyed it. I wrote a note to myself in my daily diary: Nov. 30, 1974. To Locality 162 with Gray in A.M. Feel good.

As a paleoanthropologist—one who studies the fossils of human ancestors—I am superstitious. Many of us are, because the work we do depends a great deal on luck. The fossils we study are extremely rare, and quite a few distinguished paleoanthropologists have gone a lifetime without finding a single one. I am one of the more fortunate. This was only my third year in the field at Hadar, and I had already found several. I know I am lucky, and I don’t try to hide it. That is why I wrote “feel good” in my diary.

... Gray and I got into one of the expedition’s four Land-Rovers and slowly jounced our way to Locality 162. ... Although the spot we were headed for was only about four miles from camp, it took us half an hour to get there because of the rough terrain. When we arrived it was already beginning to get hot. ...

Gray and I parked the Land-Rover on the slope of [a gully.] We were careful to face it in such a way that the canvas water bag that was hanging from the side mirror was in the shade. Gray plotted the locality on the map. Then we got out and began doing what most members of the expedition spent a great deal of their time doing: we began surveying, walking slowly about, looking for exposed fossils.

Some people are good at finding fossils. Others are hopelessly bad at it. It’s a matter of practice, of training your eye to see what you need to see. I will never be as good as some of the Afar people. They spend all their time wandering around in the rocks and sand. They have to be sharp-eyed; their lives depend on it. Anything the least bit unusual they notice. ...

Tom and I surveyed for a couple of hours. It was now close to noon, and the temperature was approaching 110. We hadn’t found much. ...

"I've had it," said Tom. "When do we head back to camp?"

"Right now. But let's go back this way and survey the bottom of that little gully over there."

The gully in question was just over the crest of the rise where we had been working all morning. It had been thoroughly checked out at least twice before by other workers, who had found nothing interesting. Nevertheless, conscious of the "lucky" feeling that had been with me since I woke, I decided to make that small final detour. There was virtually no bone in the gully. But as we turned to leave, I noticed something lying on the ground partway up the slope.

"That's a bit of a hominid arm," I said.

"Can't be. It's too small. Has to be a monkey of some kind."

We knelt to examine it.

"Much too small," said Gray again.

I shook my head. "Hominid."

"What makes you so sure?" he said.

"That piece right next to your hand. That's hominid too."

... He picked it up. It was the back of a small skull. A few feet away was part of a femur: a thigh-bone. ... We stood up, and began to see other bits of bone on the slope: a couple of vertebrae, part of a pelvis—all of them hominid. An unbelievable, impermissible thought flickered through my mind. Suppose all these fitted together? Could they be parts of a single, extremely primitive skeleton? No such skeleton had ever been found—anywhere.

"Look at that," said Gray. "Ribs."

A single individual?

"I can't believe it," I said. "I just can't believe it."

"By God, you'd better believe it!" shouted Gray. "Here it is. Right here!" His voice went up into a howl. I joined him. In that 110-degree heat we began jumping up and down. With nobody to share our feelings, we hugged each other, sweaty and smelly, howling and hugging in the heat-shimmering gravel. ...

"We've got to stop jumping around," I finally said. "We may step on something. Also, we've got to make sure."

"Aren't you sure ... ?"

"I mean, suppose we find two left legs. There may be several individuals here, all mixed up. Let's play it cool until we can come back and make absolutely sure that it all fits together."

We collected a couple of pieces of jaw, marked the spot exactly and got into the blistering Land-Rover for the run back to camp. On the way we picked up two expedition geologists who were loaded down with rock samples they had been gathering.

"Something big," Gray kept saying to them.

"Something big. Something big."

"Cool it," I said.

But about a quarter of a mile from camp, Gray could not cool it. He pressed his thumb on the Land-Rover's horn, and the long blast brought a scurry of scientists who had been bathing in the river. "We've got it," he yelled. "... We've got it. We've got The Whole Thing!"

That afternoon everyone in camp was at the gully, sectioning off the site and preparing for a massive collecting job that ultimately took three weeks. When it was done, we had recovered several hundred pieces of bone (many of them fragments) representing about forty percent of the skeleton of a single individual. Tom's and my original hunch had been right. There was no bone duplication.

But a single individual of what? On preliminary examination it was very hard to say, for nothing quite like it had ever been discovered. The camp was rocking with excitement. That first night we never went to bed at all. We talked and talked. We drank beer after beer. There was a tape recorder in the camp, and a tape of the Beatles song "Lucy in the Sky with Diamonds" went belting out into the night sky, and was played at full volume over and over again out of sheer exuberance. At some point during that unforgettable evening—I no longer remember exactly when—the new fossil picked up the name of Lucy, and has been so known ever since, although its proper name—its acquisition number in the Hadar collection—is AL 288-1.

from Donald C. Johanson and Maitland A. Edey, *Lucy: The Beginnings of Humankind* (New York: Simon and Schuster, 1981), 13–18.

## Discussion Questions

1. **Summarizing** Where did Johanson and Gray find Lucy?
2. **Making Inferences** Why do you think Johanson and Gray felt that they had discovered "something big"?
3. **Drawing Conclusions** What important clues do you think fossils like Lucy provide about the past?

## CHAPTER

## 1

## Section 2

**PRIMARY SOURCE** Lascaux Cave Painting

*A prehistoric artist painted this bull in the Lascaux Cave in France. What can this cave painting tell you about prehistoric life?*



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**Research Options**

1. **Interpreting Visual Sources** Find and compare photographs of cave paintings like this one that have been found in France, Spain, South America, and Africa. What do these paintings have in common? How are they different? With classmates, create a bulletin board display to illustrate a variety of Stone Age art.

**Using Research in Writing**

2. Find out more about how prehistoric artists made their cave paintings. What tools did they use? How did they make colored paints? Share your findings with classmates.
3. Cave art provides important clues to prehistoric life. With a partner, research what is being done to protect and preserve cave paintings.



CHAPTER  
**1**

Section 2

**PRIMARY SOURCE** from “Window on the Stone Age”  
by Leon Jaroff

*In December 1994 Jean-Marie Chauvet and two fellow cave explorers discovered Stone Age cave paintings in southeastern France. As you read this account, think about the significance of their discovery.*

At the base of a cliff in the Ardèche region in southeastern France last December, the three middle-aged spelunkers felt a breeze wafting from a pile of rock and debris. “That was a sign that there was a cave beneath it,” recalls Jean-Marie Chauvet. With his companions, Chauvet cleared away an opening, then wriggled through a tunnel into a complex of large caves.

Then, in the pale glow of their head lamps, the explorers noticed two red lines on a cavern wall. Chauvet, a government employee who oversees the protection of the many historically important caves in the region, recognized the markings as “characteristic of the Stone Age.” What he did not immediately realize—and the world did not know until the French Culture Ministry announced it last week—was that they had discovered an archaeological trove that may rival even the fabled drawings on the cave walls at Lascaux in France and Altamira in Spain. The spelunkers had found an extraordinarily clear window on prehistoric life. . . . Probing deeper into the cavern system, they began coming upon exquisite, intricately detailed wall paintings and engravings of animals, as well as numerous images of human hands, some in red, others in black pigment. “I thought I was dreaming,” says Chauvet. “We were all covered with goose pimples.”

The art was in pristine condition, apparently undisturbed for up to 20,000 years, as was other evidence of the ancient artists’ presence: flint knives, mounds of clay used for making paint, and charred fire pits.

Photographs of the Stone Age art show images of lions, bison, deer, bears, horses and some 50 woolly rhinos. “These paintings are more beautiful than those in Lascaux,” says Patrice Béghain, the regional head of cultural affairs. “There is a sense of rhythm and texture that is truly remarkable.” . . .

Of particular interest to Jean Clottes, France’s foremost expert on prehistoric rock art, is the fact that, in contrast to previous cave artwork, images of

predatory and dangerous species—bears, lions, rhinos, a panther and a hyena—far outnumber the horses, bison, deer and mammoths usually hunted by Stone Age people. “The paintings in this cave,” he says, “will force us to change how we interpret Stone Age art.”

Béghain is particularly struck by the skull of a bear perched on a stone near a wall adorned by an ursine image. “What is significant,” says the official, “is that some 17,000 to 20,000 years ago, a human being decided to put it in that particular place for a particular reason. I think it fair to assume that the bear did not self-decapitate on that spot to intrigue us.” Was this an altar for some Paleolithic ceremony?

Stung by lessons learned at Altamira and Lascaux, where initial unrestricted access to the caves obliterated archaeological clues and led to the rapid deterioration of artwork, the French Culture Ministry has put the Chauvet cave off limits to all but a handful of experts and installed video surveillance cameras and police guards at the entrance. “Our goal,” says Béghain, “is to keep the cave in this virgin state so that research can, in theory, continue indefinitely.” —Reported by Bruce Crumley/Paris

from *Time*, January 30, 1995, 80–81.

## Activity Options

1. **Writing Narrative Paragraphs** Imagine that you are Jean-Marie Chauvet. Write a diary entry about your discovery and share it with classmates.
2. **Forming and Supporting Opinions** With your classmates, hold an informal debate about whether the public should or should not have unlimited access to the Chauvet cave. Draw on information in your textbook and on independent research on cave art to prepare your argument.



## Section 1

**LITERATURE SELECTION** *from The Clan of the Cave Bear*  
by Jean M. Auel

*In her novel The Clan of the Cave Bear, American writer Jean M. Auel describes how a group of humans on the dry grassy plains of Russia may have lived about 30,000 years ago. As you read this excerpt, notice how Brun, Iza, and Creb—members of the Clan of the Cave Bear—look, dress, speak, and act.*

The band of travelers crossed the river just beyond the waterfall where it widened and foamed around rocks jutting up through the shallow water. They were twenty in number, young and old. The clan had totaled twenty-six before the earthquake that destroyed their cave. Two men led the way, far in front of a knot of women and children flanked by a couple of older men. Younger men trailed behind.

They followed the broad stream as it began its braided, meandering course across the flat steppes, and watched the carrion birds circling. Flying scavengers usually meant that whatever had attracted their attention was still alive. The men in the lead hurried to investigate. A wounded animal was easy prey for hunters, providing no four-legged predators had similar ideas.

A woman, midway along in her first pregnancy, walked in front of the rest of the women. She saw the two men in the lead glance at the ground and move on. It must be a meat eater, she thought. The clan seldom ate carnivorous animals.

She was just over four and a half feet tall, large boned, stocky, and bow-legged, but walked upright on strong muscular legs and flat bare feet. Her arms, long in proportion to her body, were bowed like her legs. She had a large beaky nose, a prognathous jaw jutting out like a muzzle, and no chin. Her low forehead sloped back into a long, large head, resting on a short, thick neck. At the back of her head was a boney knob, an occipital bun, that emphasized its length.

A soft down of short brown hair, tending to curl, covered her legs and shoulders and ran along the upper spine of her back. It thickened into a head of heavy, long, rather bushy hair. She was already losing her winter pallor to a summer tan. Big, round, intelligent, dark brown eyes were deep set below overhanging brow ridges, and they were filled with curiosity as she quickened her pace to see what the man had passed by.

The woman was old for a first pregnancy, nearly

twenty, and the clan thought she was barren until the life stirring within her started to show. The load she carried had not been lightened because she was pregnant, however. She had a large basket strapped to her back, with bundles tied behind, hanging below, and piled on top of it. Several drawstring bags dangled from a thong, which was wrapped around the pliable hide she wore in such a way as to produce folds and pouches for carrying things. One bag was particularly distinctive. It was made from an otter hide, obviously so because it had been cured with its waterproof fur, feet, tail, and head left intact.

Rather than a slit in the skin of the animal's belly, only the throat had been cut to provide an opening to remove the innards, flesh, and bones, leaving a pouchlike bag. The head, attached by a strip of skin at the back, was the cover flap, and a red-dyed cord of sinew was threaded through holes punched around the neck opening, drawn tight, and tied to the thong at her waist.

When the woman first saw the creature the men had left behind, she was puzzled by what appeared to be an animal without fur. But when she drew closer, she gasped and stepped back a pace, clutching the small leather pouch around her neck in an unconscious gesture to ward off unknown spirits. She fingered the small objects inside her amulet through the leather, invoking protection, and leaned forward to look closer, hesitant to take a step, but not quite able to believe she saw what she thought she was seeing.

Her eyes had not deceived her. It was not an animal that had drawn the voracious birds. It was a child, a gaunt, strange-looking child!

The woman looked around, wondering what other fearful enigmas might be nearby, and started to skirt the unconscious child, but she heard a moan. The woman stopped and, forgetting her fears, knelt beside the child and shook her gently. The medicine woman reached to untie the cord that held the otter-skin bag closed as soon as she



saw the festering claw marks and swollen leg when the girl rolled over.

The man in the lead glanced back and saw the woman kneeling beside the child. He walked back to them.

"Iza! Come!" he commanded. "Cave lion tracks and scat ahead."

"It's a child, Brun. Hurt but not dead," she replied.

Brun looked at the thin young girl with the high forehead, small nose, and strangely flat face. "Not Clan," the leader gestured abruptly and turned to walk away.

"Brun, she's a child. She's hurt. She'll die if we leave her here." Iza's eyes pleaded as she made the hand signals.

The leader of the small clan stared down at the imploring woman. He was much bigger than she, over five feet tall, heavily muscled and powerful, with a deep barrel chest and thick bowed legs. The cast of his features was similar, though more pronounced—heavier supraorbital ridges, larger nose. His legs, stomach, chest, and upper back were covered with a coarse brown hair that was not enough to be called a pelt, but not far from it. A bushy beard hid his chinless jutting jaw. His wrap was similar, too, but not as full, cut shorter, and tied differently, with fewer folds and pouches for holding things.

He carried no burdens, only his outer fur wrap, suspended on his back by a wide band of leather wrapped around his sloping forehead, and his weapons. On his right thigh was a scar, blackened like a tattoo, shaped roughly like a U with the tops flaring outward, the mark of his totem, the bison. He needed no mark or ornament to identify his leadership. His bearing and the deference of the others made his position clear.

He shifted his club, the long foreleg of a horse, from his shoulder to the ground, supporting the handle with his thigh, and Iza knew he was giving her plea serious consideration. She waited quietly, hiding her agitation, to give him time to think.

Brun didn't like making quick decisions about anything unusual that might affect his clan, especially now when they were homeless, and he resisted the impulse to refuse at once. I should have known Iza would want to help her, he thought; she's even used her healing magic on animals sometimes, especially young ones. She'll be upset if I don't let her help this child. Clan or Others, it makes no difference, all she can see is a child who

is hurt. Well, maybe that's what makes her a good medicine woman.

But medicine woman or not, she is just a woman. What difference will it make if she's upset? Iza knows better than to show it, and we have enough problems without a wounded stranger. But her totem will know, all the spirits will. Would it make them more angry if she's upset? If we find a cave . . . no, when we find a new cave, Iza will have to make her drink for the cave ceremony. What if she's so upset she makes a mistake? Angry spirits could make it go wrong, and they're angry enough already. Nothing must go wrong with the ceremony for the new cave.

Let her take the child, he thought. She'll soon get tired of carrying the extra load, and the girl is so far gone, not even my sibling's magic may be strong enough to save her. Brun shrugged noncommittally. It was up to her; Iza could take the girl with them or not as she pleased. He turned and strode off.

Iza reached into her basket and pulled out a leather cloak. She wrapped it around the girl, hoisted her up, and secured the unconscious child to her hip with the aid of the supple hide, surprised at how little she weighed for her height. The girl moaned as she was lifted and Iza patted her reassuringly, then fell into place behind the two men.

The other women had stopped, holding back from the encounter between Iza and Brun. When they saw the medicine woman pick something up and take it with her, their hands flew in rapid motions punctuated by a few guttural sounds, discussing it with excited curiosity. Except for the otter-skin pouch, they were dressed the same as Iza, and as heavily burdened. Among them they carried all the clan's worldly possessions, those that had been salvaged from the rubble after the quake.

Two of the seven women carried babies in a fold of their wraps next to their skin, convenient for nursing. While they were waiting, one felt a drop of warm wetness, whipped her naked infant out of the fold, and held it in front of her until it was through wetting. When they weren't traveling, babies were often wrapped in soft swaddling skins. To absorb moisture and soft milky stools, any of several materials were packed around them: fleece from wild sheep gathered from thorny shrubs when the mouflon were shedding, down from birds' breasts, or fuzz from fibrous plants. But while they traveled, it was easier and simpler to carry babies naked and,

without missing a step, let them mess on the ground.

. . . An older girl, not yet a woman but carrying a woman's load, walked behind the woman who followed Iza, glancing back now and then at a boy, very nearly a man, trailing the women. He tried to allow enough distance between himself and them so it would seem he was one of the three hunters bringing up the rear and not one of the children. He wished he had game to carry, too, and even envied the old man, one of the two flanking the women, who carried a large hare over his shoulder, felled by a stone from his sling.

The hunters were not the only source of food for the clan. The women often contributed the greater share, and their sources were more reliable. Despite their burdens, they foraged as they traveled, and so efficiently it hardly slowed them down. A patch of day lilies was quickly stripped of buds and flowers, and tender new roots exposed with a few strokes of the digging sticks. Cattail roots, pulled loose from beneath the surface of marshy backwaters, were even easier to gather.

If they hadn't been on the move, the women would have made a point of remembering the location of the tall stalky plants, to return later in the season to pick the tender tails at the top for a vegetable. Later still, yellow pollen mixed with starch pounded from the fibers of old roots would make doughy unleavened biscuits. When the tops dried, fuzz would be collected; and several of the baskets were made from the tough leaves and stalks. Now they gathered only what they found, but little was overlooked.

New shoots and tender young leaves of clover, alfalfa, dandelion; thistles stripped of prickles before they were cut down; a few early berries and fruits. The pointed digging sticks were in constant use; nothing was safe from them in the women's deft hands. . . . Though the selection would be more varied later in the summer, food was plentiful—if one knew where to look.

Iza looked up when an old man, past thirty, hobbled up to her after they were on their way again. He carried neither burden nor weapon, only a long staff to help him walk. His right leg was crippled and smaller than the left, yet he managed to move with surprising agility.

His right shoulder and upper arm were atrophied and the shriveled arm had been amputated below the elbow. The powerful shoulder and arm and muscular leg of his fully developed left side

made him appear lopsided. His huge cranium was even larger than those of the rest of the clan, and the difficulty of his birth had caused the defect that crippled him for life.

He was also a sibling of Iza and Brun, first-born, and would have been leader but for his affliction. He wore a leather wrap cut in the masculine style and carried his warm outer fur, which was also used as a sleeping fur, on his back as the other men did. But he had several pouches hanging from his waist thong and a cloak similar to the kind the women used which held a large bulging object to his back.

The left side of his face was hideously scarred and his left eye was missing, but his good right eye sparkled with intelligence, and something more. For all his hobbling, he moved with a grace that came from great wisdom and a sureness of his place within the clan. He was Mog-ur, the most powerful magician, most awesome and revered holy man of all the clans. He was convinced that his wasted body was given to him so that he could take his place as intermediary with the spirit world rather than at the head of his clan. In many ways he had more power than any leader, and he knew it. Only close relatives remembered his birth name and called him by it.

"Creb," Iza said in greeting and acknowledged his appearance with a motion that meant she was pleased he had joined her.

"Iza?" he questioned with a gesture toward the child she carried. The woman opened her cloak and Creb looked closely at the small flushed face. The girl moaned, and Creb's expression softened. He nodded his approval.

"Good," he said. The word was gruff, guttural. Then he made a sign that meant, "Enough have died."

## Discussion Questions

1. **Describing Character** What do men and women from the Clan of the Cave Bear look like? Describe their physical characteristics and clothing.
2. **Determining Main Ideas** What food do clan members eat, and how do they obtain it?
3. **Drawing Conclusions** Why do Brun and the other men leave the injured girl behind?
4. **Making Inferences** How similar or different is Auel's portrayal of Stone Age life from that of present-day life in the United States?



## Section 1

## HISTORYMAKERS

Mary Leakey  
*Digger into the Past*

*"I never felt interpretation was my job. What I came to do was to dig things up and take them out as well as I could. There is so much we do not know, and the more we do know, the more we realize that early interpretations were completely wrong."—Mary Leakey*

Mary Leakey gained fame for two reasons. She was extremely skillful—and she had incredible luck. Brian Fagan, a well-known archaeologist, praised the “fierce determination and passion for detail” she showed when working in the field. She also made spectacular finds, maybe because of what people called “Leakey luck.” The daughter of an artist, Mary Douglas Nicol showed skill at drawing when she was young. She also showed a rebellious nature; in fact, two different schools expelled her. As a teen, she began to combine her ability to draw with her interest in prehistoric people. She joined archaeological digs and sketched the objects that scientists found.

Luck changed Mary’s life in 1933. At a London dinner party, she was introduced to Louis Leakey. A paleoanthropologist—someone who studies humanlike creatures that predate human beings—Leakey, whom she eventually married, asked her to illustrate a book with drawings of fossils he had discovered in Africa. Two years later they traveled to Africa, which, Mary later said, “cast its spell” on her. For the next few decades the Leakeys worked together, trying to understand human origins.

They made an excellent team. Their son Richard Leakey, himself a famous naturalist, summed up their talents. “She was much more organized and structured and much more of a technician. He was much more excitable, a magician.” Louis traveled the world, lecturing on his theories and working to raise money for more digs. Meanwhile Mary, though never formally trained in the field, stayed in Africa to supervise the work.

Mary did more than just lead digs. Over the years, she made several major finds. The first came in 1948. She found the fossil remains of a creature that the Leakeys named *Proconsul*. This animal is a common ancestor of apes and humans.

Another discovery came in 1959. Louis was ill one day and had to stay in camp. Mary went fossil hunting with her two dogs for company and she found a small piece of bone jutting out of the ground. She raced back to tell Louis that she had

found an early hominid. “I’ve got him!” she said. Working with dental picks and delicate brushes, they unearthed nearly 400 pieces of bone. Carefully piecing together the puzzle, they assembled the skull of a humanlike creature. Then “Leakey luck” struck again. A camera crew reached the camp the day after the discovery. Their film helped spread the news quickly, and the Leakeys became famous. Soon they received more money to continue their work. A few years later, Mary found another hominid creature and named this specimen *Homo habilis*, which means “able man.”

In 1972, Louis died and Mary added public lecturing and fundraising to her work in the field. However, she tried to avoid the heated debates over human origins. Her role, she thought, was simply to find fossils. She once described the attraction of her work: “For me it was the sheer instinctive joy of collecting, or indeed one could say treasure hunting.”

In 1978, Mary made perhaps her greatest find. While some members of her team were playing near their camp, one found fossilized animal prints in the dirt. Under Mary’s leadership, they carefully cleaned a large area. Their efforts revealed a remarkable find: the footprints of two, and perhaps three, hominids who had walked upright. “Now this,” Mary told the team, “is really something to put on the mantelpiece.”

Five years later, Mary Leakey finally retired from the field. She continued with her artwork and writing until her death in 1996. She had lived, as a former colleague said, “an extraordinary life.”

## Questions

1. **Comparing and Contrasting** How did Louis and Mary Leakey balance each other with their special talents?
2. **Determining Main Ideas** What major finds did Mary Leakey make?
3. **Drawing Conclusions** What did she like about studying human origins?

CHAPTER  
1

## Section 2

## HISTORYMAKERS

# The Iceman

## *Frozen in Time*

*"I needed only one second to see that the body was [at least] 4,000 years old."—archaeologist Konrad Spindler*

Two storms and two walks in the mountains combined to give archaeologists one of their most treasured finds in recent history. Around 3000 B.C., a lone man was walking through the Alps, a mountain range in south-central Europe. For some reason, he lay down to rest. While he was sleeping, a sudden storm dropped snow on him, and he froze to death. Yet the blanket of snow that caused his death preserved the man's body for thousands of years. It cushioned him from the great weight of the Alps' glaciers as they moved over his resting place.

In recent years warmer weather has melted those glaciers, revealing the snow underneath. Then, in the fall of 1991, came the second storm—a dust storm in the Sahara Desert, far away in Africa. It was so large that dust blew north to the Alps. The dust absorbed the heat of the sun, causing the snow to melt. Days later, a German couple strolled along this mountain trail and saw a human head and shoulders. After a long undisturbed rest, the Iceman was revealed to the world.

An archaeologist later commented on the timing of the couple's walk. "We think [the Iceman] was found only three days after he had melted out," the scientist said, "and three days later, the snow fell again—enough to have buried him. He was out of the ice, then, only six days, at maximum."

At first, no one knew what a treasure the Iceman was. Some thought he was a modern mountain climber who had died of the cold. Police tried to remove the body using a jackhammer, which tore away a piece of the Iceman's hip. Workers finally pried the body out using ski poles and wooden sticks. Then archaeologist Konrad Spindler arrived. Seeing a copper ax found with the body, Spindler realized that the Iceman could be thousands of years old. He also saw that contact with the air had caused fungus to grow on the body. He ordered the mummy placed in a freezer to save it for further study.

As the scientists examined the body, local people named him. Ötzi, they called him, after the nearby Ötztal Valley. He was five feet two inches tall and had brown curly hair. He had tattoo marks

on his back, one kneecap, and one foot. Since all these areas would have been covered by clothing, scientists think the tattoos were not decorations but had spiritual meaning. His pants and jacket were made from the skin of animals. He also wore a long cape made of grass. His leather shoes had been stuffed with grass to help keep his feet warm in the cold mountains. In the tatters of his clothing, the scientists spotted some grains of wheat that grew only at low altitudes. The few pieces of charcoal he carried were made of trees that now grow in a valley just a few hours walk to the south.

Scientists also studied his tools. The Iceman had a six-foot long bow that had not yet been strung. He carried 14 arrows, two of which had stone arrowheads and feathers. His deerskin quiver excited the scientists—they had never seen such an object from this period. He carried a small stone-point knife and several pieces of flint that were ready to be sharpened into arrowheads or other points. A long stick ended in a piece of deer antler. Scientists think it was used to sharpen the flint into points. He had a backpack and carried two mushrooms that are known to have value as medicines. Most spectacular was the Iceman's ax. It had a wooden handle that curved at the top, where notches were made to fit the ax blade. The blade itself was solid copper, putting the Iceman in the period archaeologists call the Copper Age.

Scientists continue to work on the Iceman and his tools. They keep Ötzi's body frozen to preserve it, only removing it from the freezer for periods of 20 minutes at a time. As the scientists revisit this remarkable mummy, though, they add more and more to our understanding of the human past.

## Questions

### *Determining Main Ideas*

1. How was the body revealed?
2. How did the Iceman try to protect himself from the cold?
3. ***Drawing Conclusions*** Based on the evidence, what could you say about the Iceman's diet?

CHAPTER  
**1**

Section 3

CONNECTIONS ACROSS TIME AND CULTURES

*From Ancient to Modern  
Communities*

THEMATIC CONNECTION:

ECONOMICS

*Early cities like Ur were both similar to and different from their modern-day counterparts. Compare your community with ancient Ur by answering the following questions.*

1. Farmers, artisans, and merchants were the economic job base in Ur. What types of jobs are the economic base of your community? \_\_\_\_\_  
\_\_\_\_\_
2. How would a physical description of your community differ from that of Ur? Consider street layout, homes, and businesses. \_\_\_\_\_  
\_\_\_\_\_
3. Business and trade took place in a bazaar in Ur. How is a bazaar like a modern shopping mall? \_\_\_\_\_  
\_\_\_\_\_
4. Fill in this chart to show how Ur and your community display the five characteristics of civilization.

| Characteristic       | Ur | Your Community |
|----------------------|----|----------------|
| Advanced cities      |    |                |
| Specialized workers  |    |                |
| Record keeping       |    |                |
| Complex institutions |    |                |
| Advanced technology  |    |                |





## Section 1

RETEACHING ACTIVITY *Human Origins in Africa***Determining Main Ideas**

The following questions deal with the development of a culture. Answer them in the space provided.

1. What do anthropologists mean when they use the term *culture*?

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2. What are some common practices that a culture shares?

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3. What are some examples of the social organization of a culture?

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---

4. From what institutions or groups in a society do individuals learn their culture?

---

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**Reading Comprehension**

Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                |                        |
|--------------------------------------------------------------------------------|------------------------|
| 5. _____ human-made objects                                                    | a. technology          |
| 6. _____ humans and other creatures that walk upright                          | b. hominids            |
| 7. _____ another name for the Old Stone Age                                    | c. <i>Homo sapiens</i> |
| 8. _____ ways of applying knowledge, tools, and inventions to meet human needs | d. Lascaux             |
| 9. _____ species name for modern humans                                        | e. Paleolithic Age     |
| 10. _____ famous discovery of cave paintings                                   | f. artifacts           |

**CHAPTER**  
**1****RETEACHING ACTIVITY*****Humans Try to Control Nature*****Section 2*****Multiple Choice***

Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. Highly mobile people who moved from place to place searching for new food sources were called</p> <ul style="list-style-type: none"><li>a. neanderthals.</li><li>b. hominids.</li><li>c. nomads.</li><li>d. farmers.</li></ul> <p>_____ 2. People whose food supply depended on hunting animals and collecting plant foods were called</p> <ul style="list-style-type: none"><li>a. nomads.</li><li>b. a culture group.</li><li>c. Cro-Magnons.</li><li>d. hunter-gatherers.</li></ul> <p>_____ 3. Discoveries of artistic works from early men and women include all of these <i>except</i></p> <ul style="list-style-type: none"><li>a. polished beads made from mammoth tusks.</li><li>b. cave paintings.</li><li>c. watercolor paintings.</li><li>d. necklaces of seashells.</li></ul> <p>_____ 4. Another name for the Neolithic Revolution is the</p> <ul style="list-style-type: none"><li>a. industrial revolution.</li><li>b. agricultural revolution.</li><li>c. New Stone Age.</li><li>d. technological revolution.</li></ul> | <p>_____ 5. Early farmers used slash-and-burn methods because</p> <ul style="list-style-type: none"><li>a. the ashes fertilized the soil and brought renewed growth after a few years.</li><li>b. they didn't want their neighbors to be able to use the land.</li><li>c. it produced the largest crops in the shortest period of time.</li><li>d. lack of rain made it the only method possible.</li></ul> <p>_____ 6. The taming of animals in order to raise them as a constant source of food was known as</p> <ul style="list-style-type: none"><li>a. the agricultural revolution.</li><li>b. domestication.</li><li>c. herding.</li><li>d. ranching.</li></ul> <p>_____ 7. The agricultural village known as Catal Huyuk was best known for its</p> <ul style="list-style-type: none"><li>a. obsidian products.</li><li>b. religious artifacts.</li><li>c. fossilized animal skeletons.</li><li>d. strong social organization.</li></ul> <p>_____ 8. One drawback to the new settled way of life of people in villages such as Catal Huyuk was</p> <ul style="list-style-type: none"><li>a. boredom.</li><li>b. crowded conditions.</li><li>c. easily spread diseases.</li><li>d. overproduction of food.</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

CHAPTER  
1

Section 3

RETEACHING ACTIVITY

Civilization  
Case Study: Ur in Sumer

**Summarizing**  
Complete the chart below by summarizing information about the key characteristics of a civilization.

| CHARACTERISTIC       | EXPLANATION | EXAMPLE |
|----------------------|-------------|---------|
| Advanced cities      | 1.          | 2.      |
| Specialized workers  | 3.          | 4.      |
| Complex institutions | 5.          | 6.      |
| Record keeping       | 7.          | 8.      |
| Improved technology  | 9.          | 10.     |

- Reading Comprehension**  
Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.
- \_\_\_\_\_ 11. the development of skills in a specific kind of work

\_\_\_\_\_ 12. professional record keepers

\_\_\_\_\_ 13. the time when people began using a mixture of copper and tin to shape tools and weapons

\_\_\_\_\_ 14. a system of writing invented in Sumer

\_\_\_\_\_ 15. a way of trading goods and services without money

\_\_\_\_\_ 16. a pyramid-shaped, tiered monument found in Ur

a. ziggurat

b. scribes

c. cuneiform

d. Bronze Age

e. barter

f. specialization

CHAPTER  
**2**

Section 1

GUIDED READING *City-States in Mesopotamia*

**A. Identifying Problems and Solutions** As you read about the Sumerians, fill in the chart below to explain how they solved problems they faced.

| The Problems                                                                                                     |   | The Solutions |
|------------------------------------------------------------------------------------------------------------------|---|---------------|
| 1. With flooding of the rivers unpredictable, how could farmers water their fields during the dry summer months? | → |               |
| 2. With no natural barriers, how could villagers protect themselves?                                             | → |               |
| 3. With limited natural resources, how could Sumerians get the materials for tools and buildings?                | → |               |
| 4. How should the Sumerian city-states be ruled?                                                                 | → |               |
| 5. What could be done to please the gods and earn their protection in life?                                      | → |               |

**B. Categorizing Facts and Details** List examples of Sumerian culture in the boxes below.

| Religion | Literature | Architecture | Inventions |
|----------|------------|--------------|------------|
|          |            |              |            |

**C. Determining Word Meaning** On the back of this paper, identify **Hammurabi**, the characteristics of an **empire**, and the process of **cultural diffusion**.

**CHAPTER**  
**2****GUIDED READING** *Pyramids on the Nile***Section 2**

**A. Determining Main Ideas** As you read about ancient Egyptian civilization, fill out the chart below by writing notes to answer the questions.

| Government                                                                            |  |
|---------------------------------------------------------------------------------------|--|
| 1. Why is Narmer a legendary hero in ancient Egyptian history?                        |  |
| 2. How did the role of Egyptian pharaohs differ from the role of Mesopotamian rulers? |  |
| 3. Why did the Egyptians build great pyramids for their kings?                        |  |

| Culture                                                                                   |  |
|-------------------------------------------------------------------------------------------|--|
| 4. How did Egyptian religious beliefs compare with those of the Mesopotamians?            |  |
| 5. What social classes made up Egyptian society?                                          |  |
| 6. What were significant achievements of the ancient Egyptians in science and technology? |  |
| 7. How did the Egyptian writing system compare with the Mesopotamian system?              |  |

**B. Writing Expository Paragraphs** On the back of this paper, write a paragraph explaining why ancient Egypt was viewed as the “gift of the Nile.” Use the words **delta** and **cataract** in your writing.

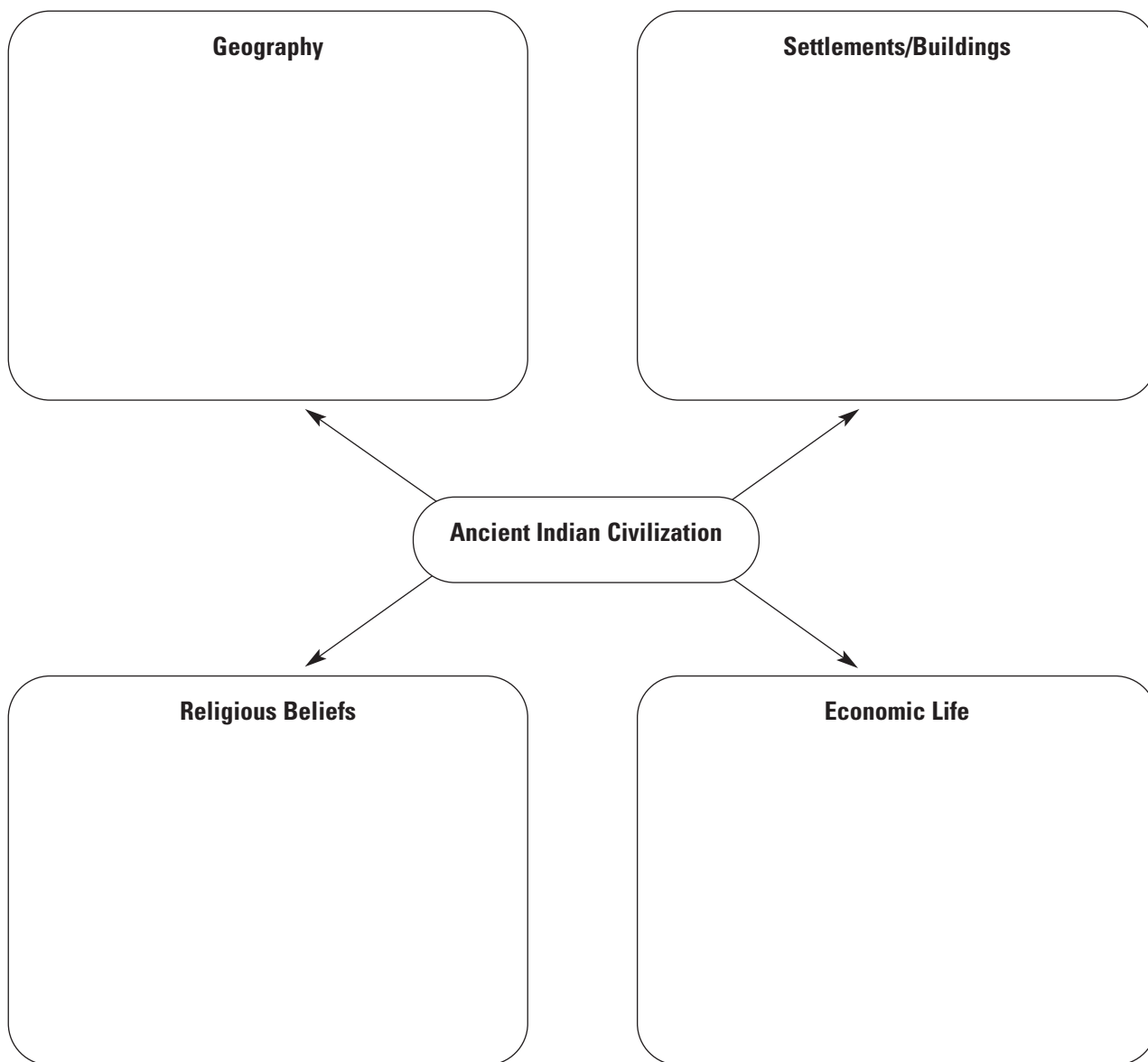


CHAPTER  
**2**

Section 3

GUIDED READING *Planned Cities on the Indus*

**A. Determining Main Ideas** As you read this section, list the key characteristics of the first Indian civilization in the web diagram below.



**B. Drawing Conclusions** Explain how the **monsoons** affect the climate and in turn the people of the Indus Valley.

CHAPTER

2

GUIDED READING

River Dynasties in China

Section 4

**A. Summarizing** As you read this section, fill out the chart below by describing key features of ancient China under the Shang Dynasty.

|                        |                             |                      |
|------------------------|-----------------------------|----------------------|
| 1. Geographic features | 2. Environmental challenges | 3. Settlements       |
| 4. Social classes      | 5. Role of family           | 6. Religious beliefs |
| 7. Writing system      | 8. Technological advances   | 9. Artistry          |

**B. Writing Expository Paragraphs** On the back of this paper, use the terms **Mandate of Heaven** and **feudalism** to describe the form of government set up under the Zhou Dynasty.

**CHAPTER**  
**2****BUILDING VOCABULARY*****Early River Valley Civilizations***

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                            |                                                                                               |
|----------------------------|-----------------------------------------------------------------------------------------------|
| ____ 1. cultural diffusion | a. Egyptian writing system in which symbols stood for sounds as well as ideas                 |
| ____ 2. empire             | b. seasonal winds that dominate India's climate                                               |
| ____ 3. polytheism         | c. group of peoples, nations, or previously independent states under the control of one ruler |
| ____ 4. theocracy          | d. paperlike writing surface that the Egyptians made from reeds                               |
| ____ 5. hieroglyphics      | e. the belief in more than one god                                                            |
| ____ 6. papyrus            | f. fertile soil that forms a yellowish silt and is deposited when the Huang He overflows      |
| ____ 7. monsoon            | g. process in which a new idea or a product spreads from one culture to another               |
| ____ 8. loess              | h. type of government in which rule is based on religious authority                           |

**B. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The Babylonian ruler who put together a single, uniform code of laws was (a) Narmer (b) Hammurabi (c) Herodotus.
2. An arc of land in Southwest Asia that provided rich farming land in ancient times is called the (a) Fertile Crescent (b) Harappan civilization (c) Mandate of Heaven.
3. A series of rulers from a single family is a (a) pharaoh (b) dynasty (c) theocracy.
4. The earliest civilization in Asia arose in (a) the Indus Valley (b) the Huang He Valley (c) Mesopotamia.
5. The Indus Valley civilization is also called the (a) Harappan civilization (b) Egyptian civilization (c) Shang dynasty.
6. The Chinese view that royal authority came from the gods is called the (a) dynastic cycle (b) feudalism (c) Mandate of Heaven.

**C. Writing** Write a paragraph describing how the ancient civilizations of Mesopotamia, Egypt, India, and China were governed using the following terms.

city-state      dynasty      pharaoh      feudalism

CHAPTER  
**2**

Section 2

**SKILLBUILDER PRACTICE** *Interpreting Visual Sources*

*Paintings, drawings, carved statues, and other visual sources are valuable clues to the past. Rich in detail, they reveal much about the historical period in which they were created. Look at the images on pages 42–43 of your textbook. Examine the different images of work and play in ancient Egypt and read the captions to learn more about the culture of Egypt. Then answer the questions that follow. ( See Skillbuilder Handbook)*

1. Look at the image of the temple. What types of craftsmen would be needed to complete this building?

\_\_\_\_\_

What type of organization would be needed to accomplish the building of this temple?

\_\_\_\_\_

\_\_\_\_\_

2. What do you think was painted on the walls and columns of the temple?

\_\_\_\_\_

\_\_\_\_\_

3. Look at the cosmetic box. What items are sitting on the top of the box? What did they contain?

\_\_\_\_\_

\_\_\_\_\_

4. What do you think the design on the side of the cosmetic box represents?

\_\_\_\_\_

\_\_\_\_\_

5. Study the senet game boards and the description of the game. What board games does it remind you of? What might a modern player use to determine moves instead of sticks or knuckle bones?

\_\_\_\_\_

\_\_\_\_\_

CHAPTER  
**2**

Section 2

**GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION**

# *Egypt and the Nile Delta*

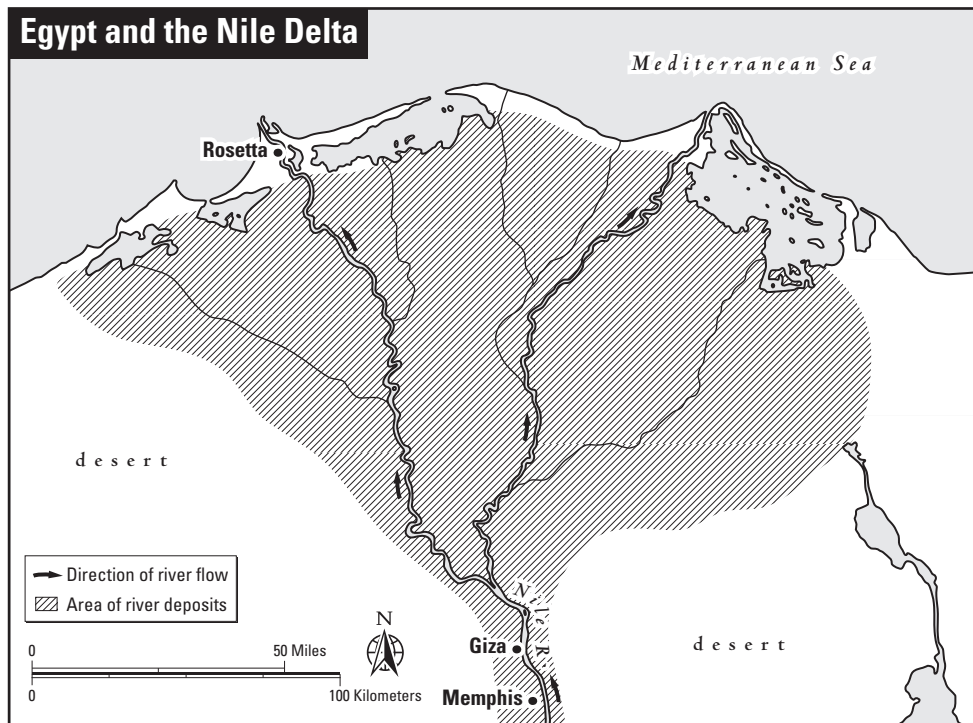
*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

A delta is a flat, triangular-shaped deposit of land found at the mouth of a river that empties into a normally still body of water. Deltas are formed when branches of a river carry soil downstream; the river's flow is slowed at the point of emptying, and soil is allowed to build up. Egypt's Nile River reaches its destination by first splitting into two main branches and then into numerous canals and streams, forming a delta out of an area that was once part of the Mediterranean Sea.

Egypt's famous Nile Delta is notable for more than being just the northern limit of the Nile River. The Delta is extremely fertile and thousands of years ago provided an environment for the formation of one of the world's first civilizations. The Nile Delta has long been considered an agricultural "fantasy"—containing more than one-half of Egypt's farmable land. Today the Delta is like a spider web of nearly 54,000 miles of canals. These

canals provide water for the approximately 15 million Egyptians who live in the Delta's thousands of villages. The people grow everything from food and flowers, to cotton.

However, the Nile Delta region is not without some problems. In contrast to Upper Egypt of the south, with its more durable building stones, little of the Delta's ancient past survives. The Delta's structures were built primarily with mud bricks. As a result, today almost all of its ancient sites have been reduced to mere piles of mud. Also, drainage problems have arisen. Salts are coming to the surface and the Delta's fertility is declining. Pollution from untreated waste is increasing. In addition, the polar ice cap is slowly melting, causing the level of the Mediterranean Sea to rise. This process threatens to some day "drown" the Delta. Concrete dikes are now being built to try to hold back the Mediterranean.





## Interpreting Text and Visuals

1. Into what body of water does the Nile River empty? \_\_\_\_\_
2. In what direction does the Nile River flow? \_\_\_\_\_
3. The place where a river begins is known as its source. From Memphis, in which direction is the source of the Nile River? \_\_\_\_\_
4. How is the area of river deposits shown on the map? \_\_\_\_\_
5. What surrounds the Delta region? \_\_\_\_\_  
\_\_\_\_\_
6. About how many miles long is the Delta's shoreline with the Mediterranean? \_\_\_\_\_  
  
About how deep into the desert does the delta extend? \_\_\_\_\_
7. Describe the importance of the Nile Delta to Egypt. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What problems does the Nile Delta region face? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**2**  
Section 1

## PRIMARY SOURCE Assyrian Letters

*The following letters were etched on clay tablets in Akkadian, a language of ancient Mesopotamia. As you read, think about the worries and hopes of everyday life that each letter reflects.*

A message from Šilla-Labbum and Elani:

Tell Puzur-Aššur, Amua, and Aššur-šamši:

Thirty years ago you left the city of Assur. You have never made a deposit since, and we have not recovered one shekel of silver from you, but we have never made you feel bad about this. Our tablets have been going to you with caravan after caravan, but no report from you has ever come here. We have addressed claims to your father but we have not been claiming one shekel of your private silver. Please, do come back right away; should you be too busy with your business, deposit the silver for us. (Remember) we have never made you feel bad about this matter but we are now forced to appear, in your eyes, acting as gentlemen should not. Please, do come back right away or deposit the silver for us.

If not, we will send you a notice from the local ruler and the police, and thus put you to shame in the assembly of the merchants. You will also cease to be one of us.

Tell the Lady Zinû:

Iddin-Sin sends the following message:

May the gods Šamaš, Marduk, and Ilabrat keep you forever in good health for my sake.

From year to year, the clothes of the (young) gentlemen here become better, but you let my clothes get worse from year to year. Indeed, you persisted[?] in making my clothes poorer and more scanty. At a time when in our house wool is used up like bread, you have made me poor clothes. The son of Adad-iddinam, whose father is only an assistant of my father, (has) two new sets of clothes [*break*] while you fuss even about a single set of clothes for me. In spite of the fact that you bore me and his mother only adopted him, his mother loves him, while you, you do not love me!

*from A. Leo Oppenheim, trans., Letters from Mesopotamia, (Chicago: University of Chicago Press, 1967), 76–77, 84–85.*

### Discussion Questions

1. **Determining Main Ideas** What is the merchants' complaint in the first letter?
2. **Clarifying** What will the debtors' punishment be if they fail to pay the debt?
3. **Drawing Conclusions** What is the complaint of Iddin-Sin to his mother in the second letter?
4. **Comparing and Contrasting** How would you compare the mood of the two letter writers?
5. **Drawing Conclusions** Based on your reading of these letters, what conclusions can you draw about everyday life in ancient Mesopotamia?

Excerpt from *Letters from Mesopotamia*, translated by A. Leo Oppenheim. Copyright © 1967 by The University of Chicago. All rights reserved. Used by permission of The University of Chicago Press.



**Section 1**

**PRIMARY SOURCE** *from The Code of Hammurabi*

*More than 3,500 years ago, Hammurabi, king of the Babylonian Empire, ordered scribes to chisel a code of 282 laws onto a tall column of black stone. The column also featured an introduction explaining the intent of the code and a summary of Hammurabi's kingly deeds. As you read these laws from the code, think about how Mesopotamians defined crimes and how criminals were punished.*

**B**efore this portrait let every man who has a legal dispute come forward, read this text, and heed its precious words. The stone tablet will enlighten him in his trouble, and thus may he find justice and breathe easier in his heart, speaking these words: "Hammurabi is a king who cares for his people like a loving father."

**1**

If a man bring an accusation against a man, and charge him with a capital crime, but cannot prove it, he, the accuser, shall be put to death.

**48**

If a man owe a debt and Adad inundate his field and carry away the produce, or, through lack of water, grain have not grown in the field, in that year he shall not make any return of grain to the creditor, he shall alter his contract-tablet and he shall not pay the interest for that entire year.

**53**

If a man neglect to strengthen his dike and do not strengthen it, and a break be made in his dike and the water carry away the farm-land, the man in whose dike the break has been made shall restore the grain which he has damaged.

**54**

If he be not able to restore the grain, they shall sell him and his goods, and the farmers whose grain the water has carried away shall share the results of the sale.

**113**

If a man hold a debt of grain or money against a man, and if he take grain without the consent of the owner from the heap or the granary, they shall call that man to account for taking grain without the consent of the owner from the heap or the granary, and he shall return as much grain as he took, and he shall forfeit all that he has lent, whatever it be.

**148**

If a man take a wife and she become afflicted with disease, and if he set his face to take another, he may. His wife, who is afflicted with disease, he shall not put away. She shall remain in the house which he has built and he shall maintain her as long as she lives.

**149**

If that woman do not elect to remain in her husband's house, he shall make good to her the dowry which she brought from her father's house and she may go.

**153**

If a woman bring about the death of her husband for the sake of another man, they shall impale her.

**195**

If a son strike his father, they shall cut off his fingers.

**196**

If a man destroy the eye of another man, they shall destroy his eye.

**197**

If one break a man's bone, they shall break his bone.

**200**

If a man knock out a tooth of a man of his own rank, they shall knock out his tooth.

**216**

If he be a freeman, he (the physician) shall receive five shekels.

**218**

If a physician operate on a man for a severe wound with a bronze lancet [surgical knife] and cause the man's death; or open an abscess (in the eye) of a man with a bronze lancet and destroy the man's eye, they shall cut off his fingers.

**225**

If he operate on an ox or a donkey for a severe wound and cause its death, he shall give the owner of the ox or donkey one fourth its value.

**229**

If a builder build a house for a man and do not make its construction firm, and the house which he has built collapse and cause the death of the owner of the house, that builder shall be put to death.

**250**

If a bull, when passing through the street, gore a man and bring about his death, this case has no penalty.

I, Hammurabi, who was a perfect king to the downtrodden people entrusted to me by the god Enlil, I who was, by Marduk's order, their shepherd, have never tarried, never rested. I gave the people beautiful places, kept all pressing needs far away, and made their lives easier. With the mighty weapons given me by the gods Zababa and Ishtar, with the wisdom granted me by Ea, with the powers I hold from Marduk, I wiped out enemies on every side, put an end to wars, brought prosperity to our land, allowed men to live in peace and let no one fall upon them or harass them. I was called by the great gods, wherefore I became the good shepherd whose staff is straight. My righteous shadow

has stretched across my city, I have gathered Sumer and Akkade in my arms, that they might thrive under my protection. I shield them in my peace and protect them in my wisdom. That the strong might not oppress the weak, that the widow and orphan might receive their due, here in Babylon . . . have I inscribed my precious words on a memorial stone and erected my statue as King of Justice.

from Robert Francis Harper, *The Code of Hammurabi, King of Babylon* (Chicago: The University of Chicago Press, 1904). Reprinted in Pierre Schwob, ed., *Great Documents of the World: Milestones of Human Thought* (Maidenhead, England: McGraw Hill, 1977).

## Activity Options

1. **Developing Historical Perspective** With a small group, role-play Mesopotamians who live in the Babylonian Empire. Take turns acting as criminals who break specific laws in Hammurabi's Code, scribes who record the legal proceedings, and judges who sentence the criminals according to the code.
2. **Comparing and Contrasting** Invite a local attorney to speak to the class about today's judicial system. Discuss ways in which laws and penalties for breaking the law in the United States are similar and different to laws and penalties in the Babylonian Empire.

## CHAPTER

## 2

## Section 2

## PRIMARY SOURCE Sphinx of Amenemhet III

*Shown below, this statue of a sphinx—a mythological creature having the body of a lion and the head of a man, ram, or hawk—is made of black granite. It represents Amenemhet III, a pharaoh who ruled in the Twelfth Dynasty of the Middle Kingdom. What does this statue tell you about Egyptian culture?*



Bildarchiv Foto Marburg.

**Discussion Questions**

1. **Categorizing** Imagine that you are a museum tour guide. What are some of this statue's distinguishing features that you might point out to a tour group? List at least three specific characteristics and share your list with classmates.
2. **Making Inferences** What can you learn about Egyptian culture from studying this statue?
3. **Comparing and Contrasting** Compare the Sphinx of Amenemhet III to a statue honoring an important person in today's society. How are these monuments similar? How are they different?

CHAPTER  
**2**  
Section 1

## LITERATURE SELECTION Ancient Proverbs

*Proverbs are wise sayings that express a basic truth. Archaeologists have discovered and translated thousands of proverbs from Mesopotamia, including those that follow. What do these proverbs reveal about Mesopotamian values and attitudes?*

### Proverbs from Mesopotamia

Translated by Robert H. Pfeiffer

1. Deal not badly with a matter, then no sorrow will fall into your heart.
2. Do no evil, then you will not clutch a lasting sorrow.
3. Do you strike the face of a walking ox with a strap?
4. The life of the day before yesterday is that of any day.
5. If the shoot is not right it will not produce the stalk, nor create seed.
6. Will ripe grain grow? How do we know? Will dried grain grow? How do we know?
7. Very soon he will be dead; (so he says), "Let me eat up (all I have)!" Soon he will be well; (so he says), "Let me economize!"
8. You go and take the field of the enemy; the enemy comes and takes your field.

### Proverbs from Sumer

Translated by Edmund I. Gordon

1. A perverse child—his mother should never have given birth to him; his (personal) god should never have fashioned him!
2. The fox had a stick with him: "Whom shall I hit?" He carried a legal document with him: "What can I challenge?"
3. As long as he is alive, he is his friend; on the day of (his) death, he is his greatest adversary!
4. He could not bring about an agreement; the women were all talking to one another!
5. Into an open mouth, a fly will enter!
6. The horse, after he had thrown off his rider, said: "If my burden is always to be this, I shall become weak!"
7. The dog understands "Take it!" He does not understand "Put it down!"

from James B. Pritchard, ed., *The Ancient Near East, Vol. I* (Princeton, New Jersey: Princeton University Press, 1958), 244–245.

### Discussion Questions

- |                                                                                                                                                                                                                                            |                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. <b>Forming and Supporting Opinions</b> Which is your favorite proverb? Explain your answer.</li> <li>2. <b>Making Inferences</b> What values are expressed by the first two proverbs?</li> </ol> | <ol style="list-style-type: none"> <li>3. <b>Drawing Conclusions</b> Do you think that these proverbs create a flattering portrait of Mesopotamian life? Why or why not?</li> </ol> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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CHAPTER  
**2**  
Section 1

LITERATURE SELECTION *from The Epic of Gilgamesh*

*Archaeologists excavated 12 cuneiform tablets containing the story of Gilgamesh, a cruel and powerful king in ancient Sumer. One of the world's oldest epics, this poem centers around Gilgamesh's heroic yet fruitless quest to achieve immortality. In this excerpt from Tablet XI, Per-napishtim, a man who was granted immortality because he saved humankind from a great flood, explains to Gilgamesh how he prepared for the deluge brought about by angry gods. As you read, think about the steps Per-napishtim takes in order to survive the flood.*

All that was necessary I collected together.  
On the fifth day I drew its design;  
In its middle part its sides were ten gar high;  
Ten gar also was the extent of its deck;  
I added a front-roof to it and closed it in.  
I built it in six stories,  
thus making seven floors in all;  
The interior of each I divided again into nine partitions.  
Beaks for water within I cut out.  
I selected a pole and added all that was necessary.  
Three (variant, five) shar of pitch I smeared on its outside;  
three shar of asphalt I used for the inside (so as to make it water-tight). . . .  
The ship sank into water two thirds of its height.  
With all that I possessed I filled it;  
with all the silver I had I filled it;  
with all the gold I had I filled it;  
with living creatures of every kind I filled it.  
Then I embarked also all my family and my relatives,  
cattle of the field, beasts of the field, and the uprighteous people—all them I embarked.  
A time had Shamash appointed, (namely):  
'When the rulers of darkness send at eventide a destructive rain,  
then enter into the ship and shut its door.'  
This very sign came to pass, and  
The rulers of darkness sent a destructive rain at eventide.  
I saw the approach of the storm,  
and I was afraid to witness the storm;  
I entered the ship and shut the door.  
I intrusted the guidance of the ship to Purur-bel, the boatman,  
the great house, and the contents thereof.  
As soon as early dawn appeared,  
there rose up from the horizon a black cloud,  
within which the weather god (Adad) thundered,  
and Nabu and the king of the gods (Marduk) went before.  
The destroyers passed across mountain and dale (literally, country).  
Dibbara, the great, tore loose the anchor-cable (?).  
There went Ninib and he caused the banks to overflow;  
the Anunnaki lifted on high (their) torches,  
and with the brightness thereof they illuminated the universe.  
The storm brought on by Adad swept even up to the heavens,

and all light was turned into darkness. . . .  
Six days and nights  
The wind blew, and storm and tempest overwhelmed the country.  
When the seventh day drew nigh the tempest, the storm, the battle  
which they had waged like a great host began to moderate.  
The sea quieted down; hurricane and storm ceased.  
I looked out upon the sea and raised loud my voice,  
But all mankind had turned back into clay.  
Like the surrounding field had become the bed of the rivers.  
I opened the air-hole and light fell upon my cheek.  
Dumfounded I sank backward, and sat weeping,  
while over my cheek flowed the tears.  
I looked in every direction, and behold, all was sea.  
Now, after twelve (days?) there rose (out of the water) a strip of land.  
To Mount Nisir the ship drifted.  
On Mount Nisir the boat stuck fast and it did not slip away.  
The first day, the second day, Mount Nisir held the ship fast, and did not let it slip away.  
The third day, the fourth day, Mount Nisir held the ship fast, and did not let it slip away.  
The fifth day, the sixth day, Mount Nisir held the ship fast, and did not let it slip away.  
When the seventh day drew nigh  
I sent out a dove, and let her go.  
The dove flew hither and thither,  
but as there was no resting-place for her, she returned.  
Then I sent out a swallow, and let her go.  
The swallow flew hither and thither,  
but as there was no resting-place for her she also returned.  
Then I sent out a raven, and let her go.  
The raven flew away and saw the abatement of the waters.  
She settled down to feed, went away, and returned no more.  
Then I let everything go out unto the four winds, and I offered a sacrifice.  
I poured out a libation upon the peak of the mountain.  
I placed the censers seven and seven,  
and poured into them calamus, cedar-wood, and sweet-incense.  
The gods smelt the savour;  
yea, the gods smelt the sweet savour;  
the gods gathered like flies around the sacrificer.

from Rossiter Johnson, ed., *Assyrian and Babylonian Literature* (New York: D. Appleton and Company, 1901), 351–357. Reprinted in Peter N. Stearns, ed., *Documents in World History, Vol. I* (New York: HarperCollins Publishers, 1988), 13–15.

## Research Options

1. **Comparing and Contrasting** Compare Per-napishtim's account of the flood with the Biblical account of the flood in Genesis. How are the two accounts similar? How are they different?
2. **Creating Oral Presentations** Find out more about epics like this one. What are some of the characteristics of an epic? In what other cultures around the world are epics found? Share your findings and a list of epic titles with classmates.



## Section 1

## HISTORYMAKERS

## Hammurabi

*Conquering King and Giver of Justice*

*"The great gods have called me, and I am indeed the good shepherd who brings peace. . . . I have carried in my bosom the people of Sumer and Akkad. Thanks to my good fortune they have prospered. I have not ceased to administer them in peace. By my wisdom I have harbored them."—Hammurabi's Code*

King Hammurabi of Babylon stands alone among rulers of his day as both a dispenser of justice and a conqueror. He united much of Mesopotamia under the rule of Babylon and also created a famous code of laws.

Hammurabi became king in 1792 B.C. At the time Babylon controlled only a small area—lands within about 50 miles of the city. Babylon was just one among many city-states. Hammurabi was determined to expand his power and build an empire in Mesopotamia. Most of his military efforts aimed at winning control of the Tigris and Euphrates rivers, which brought water to his people's crops.

The king began by forming an alliance with the king of Larsa, to the south. Together they defeated a group called the Elamites. After conquering two cities to the south, Hammurabi moved north and east. Two decades later, he turned on his former ally and conquered Larsa. This brought the cities of ancient Sumer into his rule. Then he turned north again and defeated Marsi and Assyria.

The empire did not last long after his death in 1750 B.C., but his work had a major impact on the region. Before Hammurabi, the center of Mesopotamian culture had been Sumer. After his rule, Babylon became the core of that culture.

Hammurabi's other great achievement was his code of laws, which was discovered in the early 1900s by a team of archaeologists at work on the ancient site of Susa, in modern Iran. They uncovered an eight-foot-high pillar of stone, or stele. The black stone was polished bright and engraved with ancient cuneiform writing. The stele included an image as well—a portrait of King Hammurabi receiving the code from Marduk, a principal god of Babylon.

The writing on the stele is divided into three parts. The first part describes Hammurabi's conquests. The last offers the king's thoughts on justice. Most of the writing, though, is Hammurabi's Code. It is divided into 282 articles, each of which addresses a particular action. Each article states a particular event first, then gives a legal judgment to

fit the event. The first article shows the pattern: "If a man has brought an accusation of murder against another man, without providing proof: the accuser shall be put to death."

Jean Bottéro, who studies ancient Babylon, believes that the code is a record of Hammurabi's actions as a judge. Its purpose, he says, is to guide future kings in their own decisions. In the last part of the code, Hammurabi talks to those kings who will follow him. He tells them to "heed the words that I have written on this stele: that the monument may explain to [you] the way and the behavior to follow."

The code reveals much about the people of ancient Babylon. The articles are grouped into several sections, each of which deals with a common concern. The first five all have to do with lying and the next 20 with theft. Remaining topics include farm labor (25 articles), trade (24), and money and debts (15). The two largest sections cover wives and family (67) and the work of various professions (61). Hammurabi's Code does call for some harsh penalties—including the famous "eye for an eye." However, that penalty only applied when a person destroyed the eye of an aristocrat. If the victim was a common person or a slave, the penalty was only a fine. The code also reflects the fact that the society was led by men. Fathers dominated families and had complete control over their children until the children married. Much of the code, though, was less harsh than earlier laws. At the end of the text, the king declared his desire to "prevent the powerful from oppressing the weak [and] . . . give my land fair decisions."

## Questions

1. **Determining Main Ideas** What were Hammurabi's two achievements?
2. **Making Inferences** Was Hammurabi concerned about public opinion? Explain your answer.
3. **Forming and Supporting Opinions** Would you say that Hammurabi was a just king? Why or why not?

**CHAPTER**  
**2****Section 2****HISTORYMAKERS****Tutankhamen**  
*The Boy King*

*"At first I could see nothing . . . but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold—everywhere the glint of gold."—Howard Carter, recalling the discovery of Tutankhamen's tomb*

Thrust into the mantle of power at the age of nine or ten, Tutankhamen reigned as pharaoh, or king, of Egypt for only ten years, before dying at the young age of 18. His most important action was to restore ancient Egyptian religion. He was seldom remembered except by scholars who specialized in Egyptian history—until November 26, 1922. That day, archaeologist Howard Carter and George Herbert, a British nobleman, uncovered the tomb of this boy king and found such vast riches that he became the most famous pharaoh of all.

Tutankhamen came to the throne in a difficult time in Egyptian history. His father had tried to radically change the land's religion. He moved the capital of the kingdom away from Memphis. He abandoned the sacred city of Thebes. He declared that the god Aten was the only god of Egypt, replacing all others. The pharaoh had even changed his own name to Akhenaten to honor the new god.

The changes plunged Egypt into chaos. The pharaoh paid little heed to running his kingdom, and the people suffered. Later, after his death, he was angrily called the "criminal of Akhetaten," the name of his new capital city.

Akhenaten died after 17 years of rule. Soon afterward, a new name appeared on the scene: Tutankhaten, the son of Akhenaten. He became king of a land in turmoil.

Records show that under the young king, Egypt launched attacks on Nubia to the south and on Asia to the east. However, the boy ruler probably did not lead these military actions. Two older figures—an official named Ay and the general Horemheb—may have guided the country during the young pharaoh's reign. Both ruled Egypt after his death.

The young king's main accomplishment was not military but religious. He put an end to his father's experiment with the new religion of Aten. He moved the religious center of the kingdom back to Thebes and restored worship of the ancient gods. Tutankhaten also worked to restore the temples

and other sacred buildings that had fallen to decay. He even changed his name to Tutankhamen to show his reverence for the old gods. Tradition and order returned to Egyptian society. Soon after, however, the boy king died.

Though Tutankhamen had an important impact on Egypt, his reign was obscure to most people until Carter and Herbert brought his tomb to light. The rulers of ancient Egypt built elaborate tombs to house their bodies after death. Some were pyramids of stone. Others were cut into rock in the famous Valley of the Kings. These tombs were filled with gold, jewels, and other treasures for the pharaoh to enjoy in the afterlife. Over the years, however, robbers entered these burial places and took most objects of value. Archaeologists had long hoped to find a tomb that was intact.

Carter and Herbert's find provided that chance. The entrance to Tutankhamen's tomb had been covered over by workers who built a later tomb. As a result, his burial place had lain forgotten—and full of dazzling riches—for thousands of years. One spectacular treasure was the death mask of the king, a beautiful piece of solid gold. And the tomb revealed a wealth of other objects: "beads, boxes, stools, chariots, bows, arrows, shoes, gloves, underwear, food . . . and much more besides." Today many of these objects are displayed in museums. They give not just archaeologists, but all people, an opportunity to observe the glory of ancient Egypt.

**Questions**

1. **Recognizing Effects** How had Akhenaten's rule affected Egypt?
2. **Drawing Conclusions** Why was it significant that Tutankhamen changed his name?
3. **Making Inferences** Not all the objects in Tutankhamen's tomb were made of gold or jewels. Why might archaeologists want to study shoes, boxes, or food?



CHAPTER  
2

## Section 4

## CONNECTIONS ACROSS TIME AND CULTURES

*River Civilizations in the Ancient World*

## THEMATIC CONNECTION:

INTERACTION WITH  
ENVIRONMENT

*As you have read in Chapters 1 and 2, human societies formed civilizations in fertile river valleys. People in Mesopotamia, Egypt, South Asia, and China depended on rivers to maintain their lives. These widely separated river civilizations all faced similar challenges. Compare the river systems in various civilizations by answering the questions below.*

1. Accurately predicting the yearly floods was one of the challenges civilizations faced.

What other problems were caused by the yearly floods?

\_\_\_\_\_

2. Describe several solutions early civilizations devised to meet the challenge of growing crops during times of drought and to determine ownership of flooded fields.
- \_\_\_\_\_

3. Irrigation canals had to be constantly tended because they could fill up with silt.

A report on Mesopotamia stated, "Stoppage of canals by silt depopulated villages and cities more effectively than the slaughter of people by an invading army."

What do you think this statement means? \_\_\_\_\_

\_\_\_\_\_

4. Irrigation canals would often fill up with silt during times of war.

Why do you think this would happen? \_\_\_\_\_

\_\_\_\_\_

5. How did the environment of the Indus Valley river civilization differ from that of Mesopotamia and Egypt? What was the effect of this environmental difference?
- \_\_\_\_\_

6. What lessons do you think modern-day farm societies can learn from the experiences of the ancient river civilizations? \_\_\_\_\_
- \_\_\_\_\_



**CHAPTER**  
**2**  
**Section 3****SCIENCE & TECHNOLOGY** *Early Water Engineering*

*In addition to developing water systems for plumbing, ancient peoples also designed ways to control water to improve agriculture. In the dry regions of the Middle East, effective irrigation techniques for farming were a crucial element in the survival and growth of cities.*

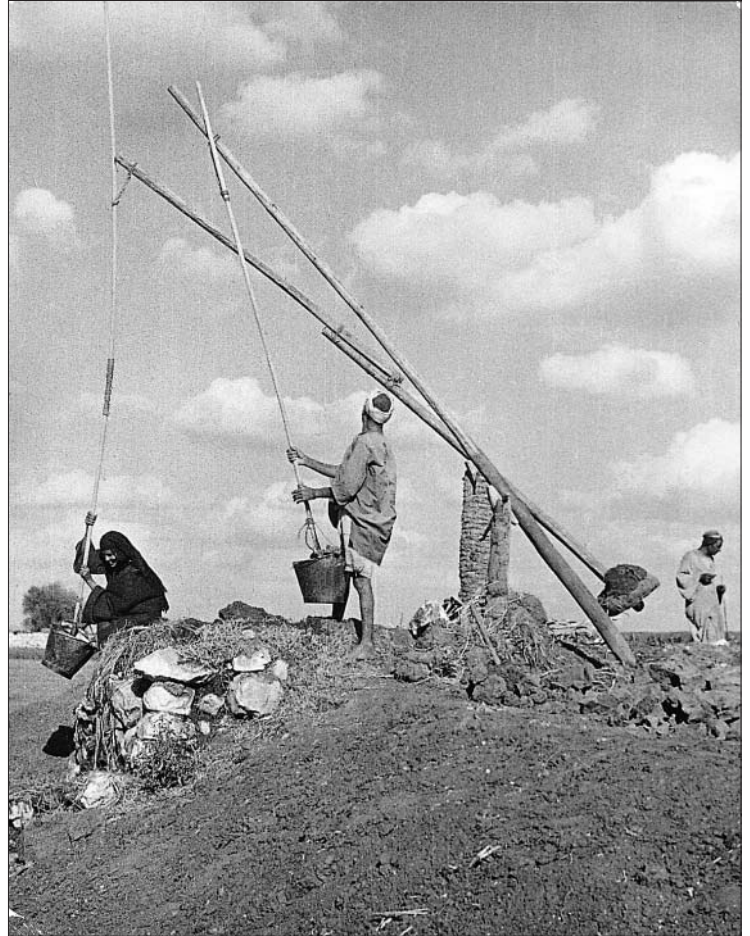
Around 6000 B.C., people settling in Mesopotamia initially attempted to bring water to farmland by digging small ditches leading away from springs. However, the Sumerians were the first civilization to conduct large-scale irrigation in an organized fashion. About 3000 B.C., water from both the Tigris and Euphrates rivers was delivered by a systematically developed network of dams, reservoirs, and canals.

Early Sumerian irrigation consisted of farmers simply carrying water from a river to their plots. As farmers increased the size and number of their fields, they cut narrow slots in the natural dams that had formed along the banks of these rivers. This allowed farmers to divert water to their tracts of land. Farmers also collected water in small reservoirs that they had built. They then lifted it from these pools into shallow irrigation ditches with the shaduf, a bailing bucket mounted on a long counter-weighted pole. The shaduf is still used today in many parts of the Middle East.

Increased watering allowed more land to be cultivated, and irrigation ditches soon covered the fields near the main rivers. Later, organized gangs of workers dug long canals to channel water to fields several miles from the rivers.

Soon, nearly every piece of farmland had a canal or waterway along one side of it. Whole-field watering was accomplished by opening the wall of a canal and flooding the field. Irrigating in this manner was important for both growing food and enabling the Sumerian plowmen to work the soil. In addition to nourishing the crops, the water helped soften the ground that had been baked hard by the intense sun and heat in the region.

The first *Farmer's Almanac* was written in Sumer and gave farmers specific guidance as to the timing, size, and number of crop waterings throughout the year. This advanced system of crop



J. Allan Cash Ltd.

**The person on the far left fills the bucket on the shaduf with water. That person then swings the weighted pole around to fill the irrigation ditches.**

irrigation helped the Sumerians produce a significant surplus of food, which supported the growth of cities in Mesopotamia.

## Questions

### *Recognizing Facts and Details*

1. What were the various methods that Sumerian farmers used to water their fields?
2. What is a shaduf?
3. **Drawing Conclusions** Why was it important to always have a canal or waterway next to a field?



**CHAPTER**  
**2****Section 1****RETEACHING ACTIVITY** *City-States in Mesopotamia****Determining Main Ideas***

Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

|                  |              |                    |
|------------------|--------------|--------------------|
| Fertile Crescent | Nile         | Gilgamesh          |
| Sargon           | cuneiform    | empire             |
| flooding         | Euphrates    | drought            |
| culture          | Egypt        | cultural diffusion |
| Persia           | polytheism   | Tigris             |
| Hammurabi        | Sumer        | Mesopotamia        |
| dynasty          | civilization |                    |

1. The arc of land that falls between the Persian Gulf and the Mediterranean Sea in Southwest Asia is called \_\_\_\_\_.
2. That region also became known as \_\_\_\_\_, which means “land between the rivers” in Greek.
3. The two rivers that frame this arc of land are the \_\_\_\_\_ and the \_\_\_\_\_.
4. \_\_\_\_\_ and \_\_\_\_\_ were environmental problems common to this region.
5. One of the first city-states in Mesopotamia was \_\_\_\_\_.
6. Advanced cities, specialized workers, complex institutions, record keeping, and improved technology are all characteristics of a \_\_\_\_\_.
7. A series of rulers from a single family is called a \_\_\_\_\_.
8. \_\_\_\_\_ is the process in which a new idea or a product spreads from one culture to another.
9. The Sumerians believed in more than one god, a belief known as \_\_\_\_\_.
10. An \_\_\_\_\_ brings together several peoples, nations, or previously independent states under the control of one ruler.
11. The Sumerians developed a system of writing known as \_\_\_\_\_.
12. \_\_\_\_\_’s code of laws for the Babylonian Empire is his most enduring legacy.

**CHAPTER**  
**2****Section 2****RETEACHING ACTIVITY** *Pyramids on the Nile***Summarizing**

Complete the chart below by listing the impact of each geographical characteristic of Egypt shown.

| <b>GEOGRAPHICAL CHARACTERISTICS OF EGYPT</b>            | <b>IMPACT</b> |
|---------------------------------------------------------|---------------|
| Nile River: Benefits                                    | 1.            |
| Nile River: Problems                                    | 2.            |
| Vast deserts on either side of the Nile River: Benefits | 3.            |
| Vast deserts on either side of the Nile River: Problems | 4.            |

**Determining Main Ideas**

Write your answers in the blanks provided.

5. Ruled Egypt as god-kings: \_\_\_\_\_
6. The type of government in which rule is based on religious authority: \_\_\_\_\_
7. Building in which Egyptian rulers were buried: \_\_\_\_\_
8. Process by which rulers' bodies were preserved: \_\_\_\_\_
9. Egyptian writing system: \_\_\_\_\_
10. Used by Egyptians as a writing surface: \_\_\_\_\_



## Section 3

## RETEACHING ACTIVITY

*Planned Cities on the Indus****Determining Main Ideas***

The following questions deal with early Indus Valley civilizations. Answer them in the space provided.

1. What term do geographers use to refer to the landmass that includes India, Pakistan, and Bangladesh?

\_\_\_\_\_

2. What geographic barriers separate India from the rest of the continent? \_\_\_\_\_

\_\_\_\_\_

3. What seasonal winds dominate India's climate? \_\_\_\_\_

\_\_\_\_\_

4. What environmental challenges do these winds provide? \_\_\_\_\_

\_\_\_\_\_

5. What is another term for Indus Valley civilization? How did it get that name? \_\_\_\_\_

\_\_\_\_\_

6. What are some examples of the sophisticated city planning of the Indus Valley people?

\_\_\_\_\_

\_\_\_\_\_

7. Why has it been impossible for linguists to decipher the Harappan language? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. List three characteristics of Harappan culture. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What items did Harappans trade with peoples in the region? \_\_\_\_\_

\_\_\_\_\_

10. What is the probable cause of the end of Indus Valley culture? \_\_\_\_\_

\_\_\_\_\_

**CHAPTER**  
**2****Section 4****RETEACHING ACTIVITY** *River Dynasties in China***Reading Comprehension**

Find the name or term in the second column that best matches the description in the first column. (Note: for question 1, more than one letter will be used.) Then write the letter(s) of your answer in the blank.

- |                                                                                                                      |                      |
|----------------------------------------------------------------------------------------------------------------------|----------------------|
| _____ 1. The two major river systems in China that flow from the west to the Pacific Ocean                           | A. North China Plain |
| _____ 2. The yellowish fertile soil deposited along riverbanks                                                       | B. Middle Kingdom    |
| _____ 3. China's heartland, the center of its civilization                                                           | C. pictographs       |
| _____ 4. Name used for the <i>Homo erectus</i> skeleton found in northern China near Beijing                         | D. Peking man        |
| _____ 5. The first Chinese dynasty to leave written records                                                          | E. Han Dynasty       |
| _____ 6. The name the Chinese used to describe their own country as the center of the civilized world                | F. dynastic cycle    |
| _____ 7. Animal remnants and tortoise shells used to submit questions to the gods                                    | G. oracle bones      |
| _____ 8. Basis for Chinese system of writing                                                                         | H. Huang He          |
| _____ 9. Divine approval for a Chinese ruler                                                                         | I. feudalism         |
| _____ 10. The pattern of rise, decline, and replacement of ruling families in China                                  | J. Shang Dynasty     |
| _____ 11. A political system in which nobles, or lords, are granted the use of lands that legally belong to the king | K. Chang Jiang       |
| _____ 12. Dynasty that brought improvements in technology and trade to China beginning around 1027 B.C.              | L. Mandate of Heaven |
|                                                                                                                      | M. Zhou              |
|                                                                                                                      | N. loess             |



## Section 1

## GUIDED READING

*The Indo-Europeans*

**A. Summarizing** As you read about the migration of Indo-European peoples, fill in the blanks in the following summary.

From about 1700 to 1200 B.C., waves of Indo-European nomads migrated from their homelands in the (1) \_\_\_\_\_, the dry grasslands north of the Caucasus Mountains. One group, the Hittites, settled in (2) \_\_\_\_\_, a rugged peninsula in a region today called Turkey. They conquered (3) \_\_\_\_\_, the chief city in the Tigris-Euphrates valley, signed a peace treaty with Egypt, and blended many of their traditions with the more advanced Mesopotamian culture. With their superior two-wheeled (4) \_\_\_\_\_ and their war weapons made of (5) \_\_\_\_\_, the Hittites created an empire that dominated Southwest Asia for over 450 years.

About 1500 B.C., another Indo-European group, the (6) \_\_\_\_\_, entered India through the mountain passes of the Hindu Kush. Unlike the people they conquered, they were light skinned and had not developed a writing system. The invaders were divided into social classes, later called (7) \_\_\_\_\_. Over time four major social classes developed, the highest being the (8) \_\_\_\_\_, or priests, and the lowest, the (9) \_\_\_\_\_, or laborers. Beginning around 1000 B.C., chiefs began to set up kingdoms in the Indian subcontinent; the most important of these kingdoms was (10) \_\_\_\_\_.

Many modern languages trace their origins to languages spoken by the Indo-Europeans. Among the Indo-European family of languages spoken in Europe and Asia today are (11) \_\_\_\_\_ and (12) \_\_\_\_\_.

**B. Writing for a Specific Purpose** Identify and explain the significance of the *Vedas* and the *Mahabharata* in Indian history.

CHAPTER  
**3**

Section 2

GUIDED READING *Hinduism and Buddhism Develop*

**A. Comparing and Contrasting** As you read about Hinduism and Buddhism, take notes to fill in the comparison chart below.

|                          | Hinduism | Buddhism |
|--------------------------|----------|----------|
| 1. Founder/Origins       |          |          |
| 2. Key beliefs           |          |          |
| 3. Gods                  |          |          |
| 4. Sacred literature     |          |          |
| 5. Effect on society     |          |          |
| 6. Modern-day traditions |          |          |

**B. Clarifying** On the back of this paper, describe the religious traditions and beliefs of **Jainism**.



CHAPTER  
**3**

GUIDED READING *Seafaring Traders*

Section 3

**A. Drawing Conclusions** As you read about the Minoan and Phoenician civilizations, write notes to explain what each statement listed below suggests about these seafaring traders.

|                                                                                                                                                         |   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| 1. Minoan cities had no fortifications.                                                                                                                 | → |  |
| 2. Archaeologists excavating the Minoan capital city found the remains of wall paintings, seals, and fine painted pottery.                              | → |  |
| 3. Many works of Minoan art depict women as major goddesses and priestesses.                                                                            | → |  |
| 4. Minoans sacrificed bulls to their gods and enjoyed the sport of bull-leaping.                                                                        | → |  |
| 5. The Phoenicians were the first Mediterranean people to sail beyond the Straits of Gibraltar, possibly even around Africa by way of the Red Sea.      | → |  |
| 6. The Phoenicians worked in wood, metal, glass, and ivory and produced red-purple dye from snails in the waters off the city-states of Sidon and Tyre. | → |  |
| 7. There are some similarities among Phoenician, Greek, and modern-day alphabets.                                                                       | → |  |

**B. Writing Expository Paragraphs** On the back of this paper, explain the importance of the **Aegean Sea**, **King Minos**, and **Knossos** to the Minoans.

CHAPTER  
**3**

GUIDED READING *The Origins of Judaism*

Section 4

**A. Following Chronological Order** As you read this section, take notes to answer the questions about the time line.

|                   |                                                          |   |                                                                    |
|-------------------|----------------------------------------------------------|---|--------------------------------------------------------------------|
| 2000<br>B.C.      | God commands Abraham to take his people to Canaan.       | → | 1. What sacred writings describe the early history of the Hebrews? |
| 1650<br>B.C.      | Descendants of Abraham move to Egypt.                    | → | 2. How were the Hebrews treated in Egypt?                          |
| 1300-1200<br>B.C. | Hebrews begin their "exodus" from Egypt.                 | → | 3. Why is Moses an important figure in Jewish history?             |
| 1020<br>B.C.      | Hebrews unite and form the kingdom of Israel.            | → | 4. What were the achievements of Saul and David?                   |
| 962<br>B.C.       | King David is succeeded by his son Solomon.              | → | 5. Why did King Solomon build a great temple in Jerusalem?         |
| 922<br>B.C.       | Kingdom splits into two, Israel and Judah.               | → | 6. What were the reasons for the division?                         |
| 722<br>B.C.       | Assyrians conquer Israel.                                |   | 7. Who was Nebuchadnezzar?                                         |
| 586<br>B.C.       | Chaldeans attack Jerusalem and destroy Solomon's Temple. | → | 8. What ruler allowed the Hebrews to return to Jerusalem?          |
| 515<br>B.C.       | Second Temple is completed.                              | → |                                                                    |

**B. Writing for a Specific Purpose** On the back of this paper, explain the significance of **Palestine**, the **covenant**, and **monotheism** to Judaism and the Hebrew people.

CHAPTER  
**3**

**BUILDING VOCABULARY** *People and Ideas on the Move*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                            |                                                                                         |
|----------------------------|-----------------------------------------------------------------------------------------|
| ____ 1. migration          | a. religion that teaches everything in the universe has a soul and should not be harmed |
| ____ 2. Aryans             | b. founder of Buddhism                                                                  |
| ____ 3. Jainism            | c. mutual promise between God and the founder of the Hebrew people                      |
| ____ 4. Siddhartha Gautama | d. movement of a people from one region to another                                      |
| ____ 5. Minoans            | e. “father” of the Hebrew people                                                        |
| ____ 6. Phoenicians        | f. Indo-European people who migrated to the Indus River Valley of India                 |
| ____ 7. Abraham            | g. seafaring people who lived on Crete and spread their culture through trade           |
| ____ 8. covenant           | h. powerful traders along the Mediterranean who developed an alphabet                   |

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. Many modern languages of Europe, Southwest Asia, and South Asia come from the languages of the Indo-Europeans.  
\_\_\_\_\_
- \_\_\_\_ 2. In a caste system, people can easily move from one social class to another.  
\_\_\_\_\_
- \_\_\_\_ 3. Knossos was a Phoenician capital city that was the center of an advanced and peaceful culture.  
\_\_\_\_\_
- \_\_\_\_ 4. According to the Torah, Moses led the Hebrews out of slavery.  
\_\_\_\_\_
- \_\_\_\_ 5. The Hebrews were united under kings Saul, David, and Solomon in a kingdom called Judah.  
\_\_\_\_\_

**C. Writing** Write a paragraph describing some of the beliefs of Hinduism, Buddhism, and Judaism using the following terms.

reincarnation      karma      enlightenment      nirvana      monotheism

CHAPTER  
**3**

Section 3

**SKILLBUILDER PRACTICE** *Forming and Supporting Opinions*

*As you read about people and events in history, you form opinions. To support these opinions, you can cite facts, visual evidence, quotes, and other types of information you have found. Use the information in the passage below to form an opinion about Minoan civilization. Fill in the chart by writing your opinion of Minoan society and listing details to support your opinion. (See Skillbuilder Handbook)*

The Minoans were known throughout the Mediterranean world for their arts and crafts, especially their paintings and fine pottery. They also crafted tools and weapons from bronze.

Minoan paintings depict both men and women hunting from chariots and participating in royal and religious ceremonies. Women also engaged in the popular sport of bull-leaping. According to one historian, “Minoan society apparently permitted women considerable freedom and equality.”

The Minoans became rich from overseas trade that extended as far south as Egypt and as far east as Syria. To keep records, they used various forms of writing, one of which was an early form of Greek. With their great wealth, the Minoans built sprawling palaces with large courtyards and a maze of paved corridors, hallways, rooms, and baths with indoor plumbing. Some palaces even housed storerooms, a theater, and work areas. Around the palaces clustered prosperous towns connected by good roads.

**Opinion:**

**Supporting details:**

## CHAPTER

## 3

## GEOGRAPHY APPLICATION: LOCATION

*Early Eastern Mediterranean Civilizations*

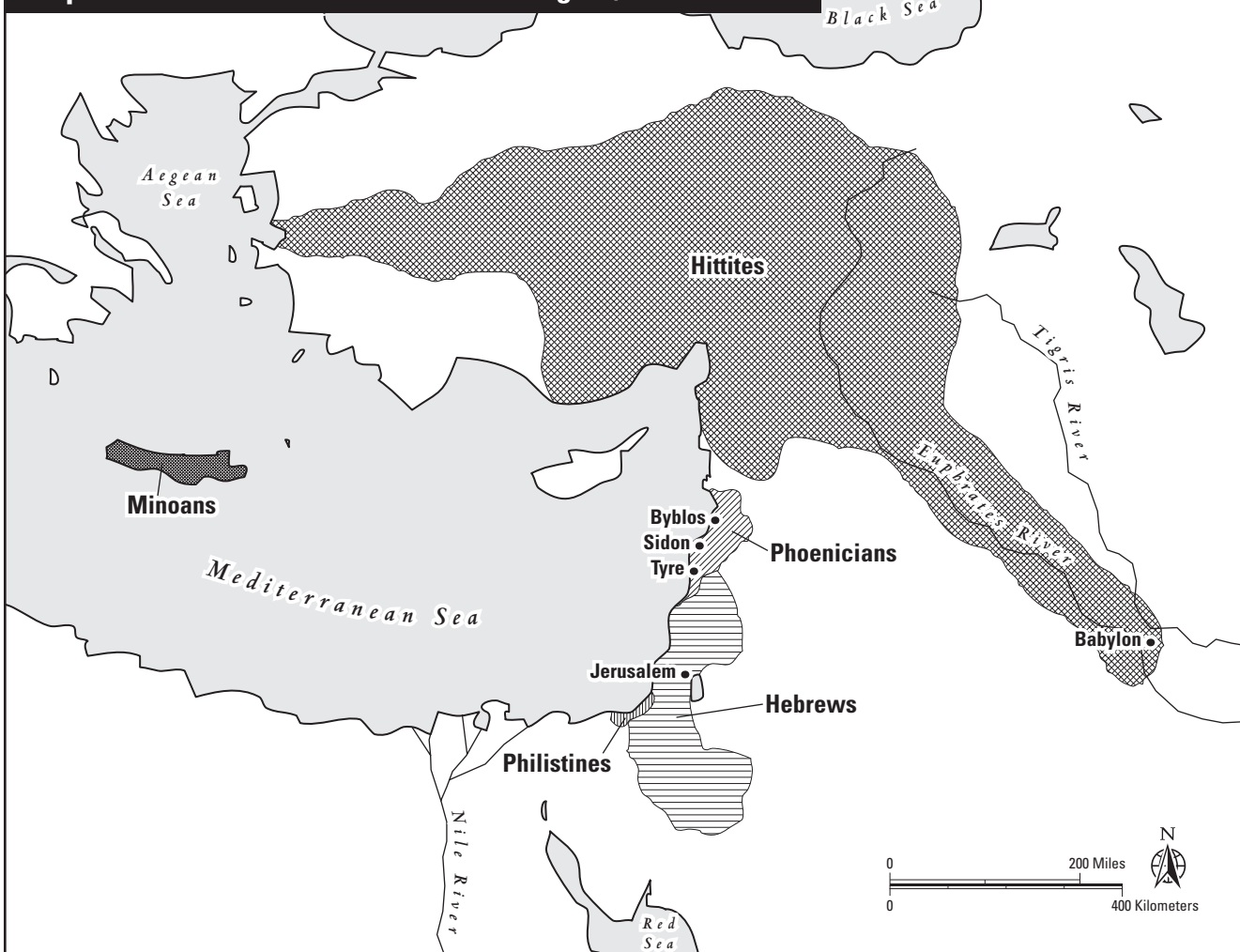
## Section 4

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

In the thousand-year period that followed the decline of the Sumerians around 2000 B.C., several important civilizations sprouted in the region of the eastern Mediterranean Sea. Some did not survive the period, but most had a lasting impact. The map below shows the area of greatest land occupation of five of these civilizations during the second century B.C. Hittites flourished from about 2000 B.C. to 1190 B.C. Minoans ruled Mediterranean trade from about 2000 B.C. to 1400

B.C. Phoenicians emerged as the Mediterranean's strongest trading civilization around 1100 B.C. and ruled the sea until 842 B.C. Philistines came to the region in the 1200s B.C. and clashed with the Hebrews until being vanquished around 1000 B.C. Hebrews fled Egypt and returned to the eastern Mediterranean around 1200 B.C. They expanded north and south and united into a powerful kingdom around 1020 B.C.

**Peoples of the Eastern Mediterranean Region, 2000–1000 B.C.**



**Interpreting Text and Visuals**

1. What are the five eastern Mediterranean civilizations covered on the map? \_\_\_\_\_

\_\_\_\_\_

2. Which eastern Mediterranean civilization ruled the largest territory during the millennium of 2000 B.C. to 1000 B.C.? \_\_\_\_\_

Describe the extent of that territory. \_\_\_\_\_

\_\_\_\_\_

3. What major city-states are shown on the map? \_\_\_\_\_

\_\_\_\_\_

4. What unique situation made the Minoans dominant in Mediterranean trade from about 2000 B.C. to 1400 B.C.? \_\_\_\_\_

\_\_\_\_\_

5. Who succeeded the Minoans as the most powerful Mediterranean trader? \_\_\_\_\_

\_\_\_\_\_

Look at the map. Why is it no surprise that this civilization eventually came to dominate the Mediterranean? \_\_\_\_\_

\_\_\_\_\_

6. Which eastern Mediterranean civilizations do you think caused the Hebrews the most problems? \_\_\_\_\_

\_\_\_\_\_



CHAPTER  
**3**

## Section 1

PRIMARY SOURCE *from the Rig Veda*

*Written in Sanskrit, the Rig Veda is the oldest of the four Vedas, India's earliest religious text. The Rig Veda consists of 1,028 hymns addressed to Aryan gods. Whom do the following hymns address?*

**“To Dawn”**

She hath shone brightly like a youthful woman,  
stirring to motion every living creature.  
Agni hath come to feed on mortals' fuel. She hath  
made light and chased away the darkness.

Turned to this all, far-spreading, she hath risen and  
shone in brightness with white robes about her.  
She hath beamed forth lovely with golden colours,  
mother of kine, guide of the days she bringeth.

Bearing the gods' own eye, auspicious lady, leading  
her courser white and fair to look on,  
Distinguished by her beams, Dawn shines appar-  
ent, come forth to all the world with wondrous  
treasure.

Dawn nigh will wealth and dawn away the foeman:  
prepare for us wide pasture free from danger.  
Drive away those who hate us, bring us riches:  
pour bounty, opulent lady, on the singer.

Send thy most excellent beams to shine and light  
us, giving us lengthened days, O Dawn, O god-  
dess,  
Granting us food, thou who hast all things pre-  
cious, and bounty rich in chariots, kine, and  
horses.

O Dawn, nobly-born, daughter of heaven, whom  
the Vasisthas with their hymns make mighty,  
Bestow thou on us vast and glorious riches.  
Preserve us evermore, ye gods, with blessings.

**“To Night”**

With all her eyes the goddess Night looks forth  
approaching many a spot:  
She hath put all her glories on.

Immortal, she hath filled the waste, the goddess  
hath filled height and depth:  
She conquers darkness with her light.

The goddess as she comes hath set the Dawn her  
sister in her place:  
And then the darkness vanishes.

So favour us this night, O thou whose pathways we  
have visited  
As birds their nest upon the tree.

The villagers have sought their homes, and all that  
walks and all that flies,  
Even the falcons fain for prey.

Keep off the she-wolf and the wolf; O Night, keep  
the thief away:  
Easy be thou for us to pass.

Clearly hath she come nigh to me who decks the  
dark with richest hues:  
O morning, cancel it like debts.

These have I brought to thee like kine. O Night,  
thou child of heaven, accept  
This laud as for a conqueror.

*from Nicol Macnicol, trans., The Rig Veda. Reprinted in  
Hinduism (New York: George Braziller, 1962), 63, 71.*

**Activity Options**

1. **Describing Character** With classmates, take turns reading these hymns aloud. Then discuss your impressions. What did Aryans ask of each goddess? Which lines best convey the traits and qualities possessed by each goddess?
2. **Using Visual Stimuli** Draw a sketch of Dawn based on your reading of the hymn.

"To Dawn," and "To Night," from *The Rig Veda*, translated by Nicol Macnicol. Used by permission of Everyman's Library, Everyman Publishers PLC.

CHAPTER  
**3**  
Section 1

## PRIMARY SOURCE *from the Bhagavad-Gita*

*The Bhagavad-Gita is an ancient text of Hinduism whose title means "The Song of God." Part of the epic poem the Mahabharata, the Bhagavad-Gita takes the form of a dialogue about the meaning of life between the warrior Arjuna and his charioteer Krishna, who is really the god Vishnu in disguise. This excerpt occurs before a battle between forces loyal to Arjuna's older brother and those loyal to his cousin. As you read, think about Arjuna's response to war.*

Arjuna saw them standing there:  
fathers, grandfathers, teachers,  
uncles, brothers, sons,  
grandsons, and friends.

He surveyed his elders  
and companions in both armies,  
all his kinsmen  
assembled together.

Dejected, filled with strange pity,  
he said this:

"Krishna, I see my kinsmen  
gathered here, wanting war.

My limbs sink,  
my mouth is parched,  
my body trembles,  
the hair bristles on my flesh. . . .

I see omens of chaos,  
Krishna; I see no good  
in killing my kinsmen  
in battle. . . .

They are teachers, fathers, sons,  
and grandfathers, uncles, grandsons,  
fathers and brothers of wives,  
and other men of our family.

I do not want to kill them  
even if I am killed, Krishna;  
not for kingship of all three worlds,  
much less for the earth! . . .

How can we ignore the wisdom  
of turning from this evil  
when we see the sin  
of family destruction, Krishna?

When the family is ruined,  
the timeless laws of family duty  
perish; and when duty is lost,  
chaos overwhelms the family. . . .  
The sins of men who violate  
the family create disorder in society  
that undermines the constant laws  
of caste and family duty.

Krishna, we have heard  
that a place in hell  
is reserved for men  
who undermine family duties.

I lament the great sin  
we commit when our greed  
for kingship and pleasures  
drives us to kill our kinsmen.

If Dhritarashtra's armed sons  
kill me in battle when I am unarmed  
and offer no resistance,  
it will be my reward."

Saying this in the time of war,  
Arjuna slumped into the chariot  
and laid down his bow and arrows,  
his mind tormented by grief.

*from Barbara Stoler Miller, trans., The Bhagavad-Gita (New York: Bantam, 1986), 24–27.*

## Discussion Questions

### Determining Main Ideas

1. How does Arjuna feel just before the battle?
2. Why does Arjuna believe it is wrong to kill members of his family?
3. **Making Inferences** What values does this excerpt reflect?

From *Bhagavad-Gita* by Barbara Stoler Miller. Translation copyright © 1986 by Barbara Stoler Miller. Used by permission of Bantam Books, a division of Random House, Inc.

## CHAPTER

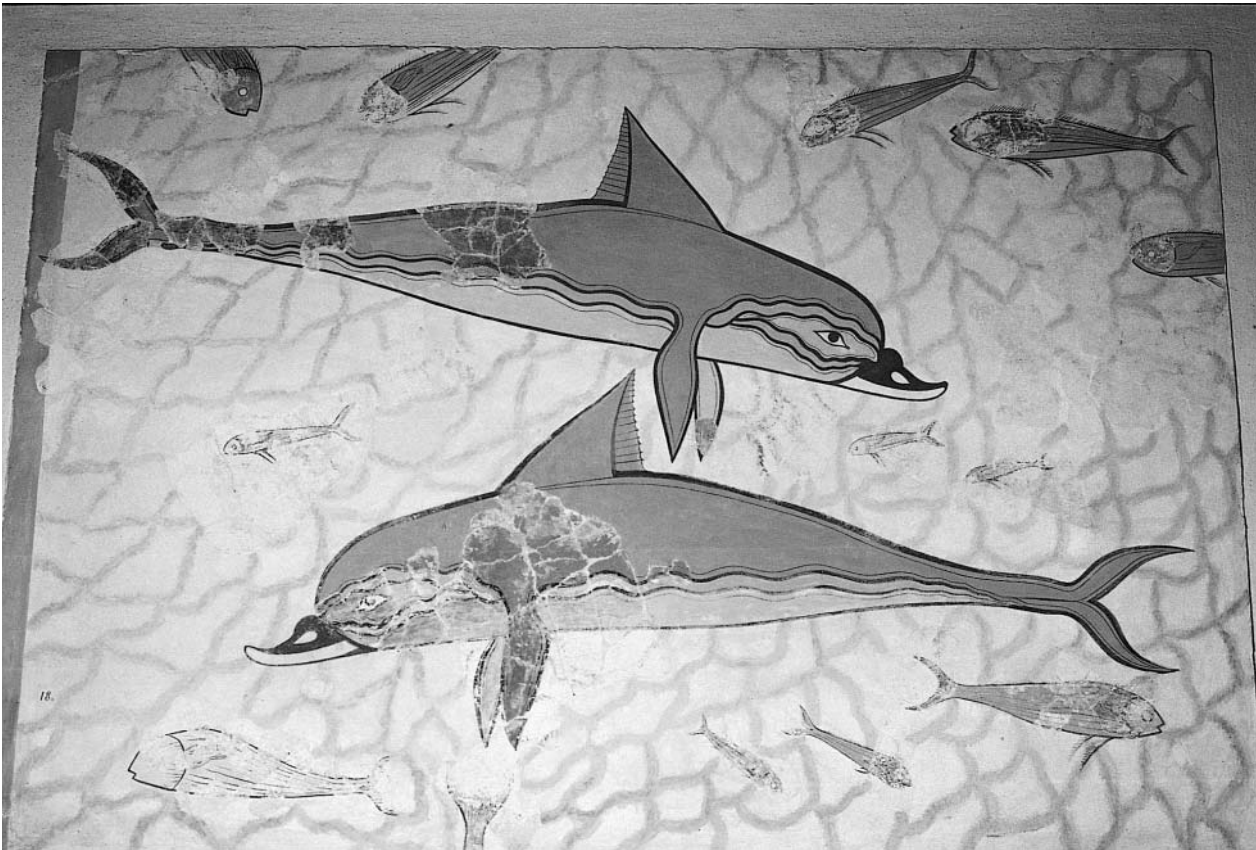
## 3

## Section 3

## PRIMARY SOURCE

## Dolphin Fresco from Knossos

*The walls of the Minoan palace of Knossos were decorated with colorful paintings. Study this detail from one of the wall paintings. Why do you think Minoan artists might have chosen to paint dolphins and other sea creatures?*



Copyright © R. Sheridan/Ancient Art & Architecture Collection.

## Research Options

1. **Analyzing Information** The wall paintings at the palace of Knossos, including this one, are examples of frescoes. Find out more about frescoes and how they are created. Share your findings with the class.
2. **Writing Informative Compositions** Work with a small group of classmates to locate photographs of other Minoan wall paintings and other artifacts. Discuss the paintings and artifacts and draw conclusions about Minoan culture based on your observations. Then write a short report to present your group's conclusions.
3. **Using Research in Writing** Research the palace of Knossos. Then create a chart listing relevant facts such as how large it was, what it was used for, and who excavated its ruins.

CHAPTER  
**3**

Section 4

PRIMARY SOURCE

# The Ten Commandments

## from *The New English Bible*

*According to the Bible, God revealed the Ten Commandments to the Hebrew leader Moses at Mount Sinai. These commandments, which have been preserved in the Old Testament in Exodus 20: 1–17 and Deuteronomy 5: 6–21, established a code of ethical conduct that became the basis for the civil and religious laws of Judaism. How should people behave responsibly, according to the Ten Commandments?*

The Lord came down upon the top of Mount Sinai and summoned Moses to the mountain-top, and Moses went up. The Lord said to Moses, “Go down; warn the people solemnly that they must not force their way through to the Lord to see him, or many of them will perish. Even the priests, who have access to the Lord, must hallow themselves, for fear that the Lord may break out against them.” Moses answered the Lord, “The people cannot come up Mount Sinai, because thou thyself didst solemnly warn us to set a barrier to the mountain and so to keep it holy.” The Lord therefore said to him, “Go down; then come up and bring Aaron with you, but let neither priests nor people force their way up to the Lord, for fear that he may break out against them.” So Moses went down to the people and spoke to them. God spoke, and these were his words: I am the Lord your God who brought you out of Egypt, out of the land of slavery. You shall have no other god to set against me. You shall not make a carved image for yourself nor the likeness of anything in the heavens above, or on the earth below, or in the waters under the earth. You shall not bow down to them or worship them; for I, the Lord your God, am a jealous god. I punish the children for the sins of the fathers to the third and fourth generations of those who hate me. But I keep faith with thousands, with those who love me and keep my commandments. You shall not make wrong use of the name of the Lord your God; the Lord will not leave unpunished the man who misuses his name. Remember to keep the Sabbath day holy. You have six days to labour and do all your work. But the seventh day is a Sabbath of the Lord your God; that day you shall not do any work, you, your son or your daughter, your slave or your slave-girl, your cattle or the alien within your gates; for in six days the Lord made heaven and earth, the sea, and all

that is in them, and on the seventh day he rested. Therefore the Lord blessed the Sabbath day and declared it holy.

Honour your father and your mother, that you may live long in the land which the Lord your God is giving you.

You shall not commit murder.

You shall not commit adultery.

You shall not steal.

You shall not give false evidence against your neighbour.

You shall not covet your neighbour’s house; you shall not covet your neighbour’s wife, his slave, his slave-girl, his ox, his [donkey], or anything that belongs to him.

When all the people saw how it thundered and the lightning flashed, when they heard the trumpet sound and saw the mountain smoking, they trembled and stood at a distance. “Speak to us yourself,” they said to Moses, “and we will listen; but if God speaks to us we shall die.” Moses answered, “Do not be afraid. God has come only to test you, so that the fear of him may remain with you and keep you from sin.”

*from The New English Bible* (Cambridge University Press, 1970), 81–87. Reprinted in Peter N. Stearns, ed., *Documents in World History*, vol. 1 (New York: HarperCollins, 1988), 26–27.

## Discussion Questions

### Determining Main Ideas

1. According to these laws, how should the Hebrew people act toward the Lord?
2. How should the Hebrews act toward others?
3. **Comparing and Contrasting** How do the religious teachings represented in the Ten Commandments differ from the religious beliefs reflected by the hymns you read from the *Rig Veda*?



CHAPTER  
**3**

LITERATURE SELECTION *from the Ramayana*  
by Valmiki

Section 2

*The Ramayana is a Sanskrit epic about the classic struggle between good and evil. In this prose retelling of a passage from the Ramayana, the Hindu god Vishnu in the form of Prince Rama battles Ravana, the Demon King, with the help of Indra, the rain god, and Indra's charioteer Matali. Who wins the battle?*

Rama and Ravana dueled with arrows. One after another, Rama broke the bows out of Ravana's hands until ninety-nine were gone and only one remained. The Demon King shot arrows long and short, thick and thin, quick and slow, from close range or far away; but Rama's armor was hard and impenetrable, he was unharmed and many arrows melted away when he saw them come. Ravana seized his mace of iron set with lapis stones and embellished with gold, hung with iron-mouthed bells and entwined with red blossoms, for years daily washed with blood and now smoking and straining to strike, an eight-sided mace which would return from flight into the thrower's hands. Ravana drove to attack. He gripped the iron handle with four hands and swung as the chariots met. It was too soon and the blow fell on the charioteer and not Rama, but Matali knocked that mace hard aside with his bronze fist. Then Ravana drew apart and stopped. He whirled his mace in a circle rising and dipping his heads; and the mace moaned—Woe . . . Woe . . . Woe—The mace went faster and faster. Matali drove to deceive Ravana's aim and Rama reached for Indra's weapons-racks. He took a spear, held it in one hand, slapped it with the palm of his other hand and threw it. That great dart went at Ravana resonant and vibrating with sound, with a noise like the thunder of a rockslide, a loud falling noise like a cliff falling, the dark world falling, Ravana falling . . . Rama opened a long bamboo case at his belt and

took out the brass-bladed grass arrow given to him by Agastya, and notched it on his bowstring. That arrow could rend walls and gateways of stone; it breathed and sighed. Rama pulled his bow. He took three aiming steps backwards and held his breath. . . .

Rama shot. The bowstring rang out, all over the Universe. That arrow first broke the sword and bow Ravana raised to ward it, then it hit Ravana's breast and struck through his heart, stealing his life, and never stopped, but came out from his back and entered the Earth.

Down from Ravana's hands fell his broken bow and sword, and the Demon King of Lanka fell dying in his own dark form.

*from William Buck, trans., Ramayana (New York: New American Library, 1976), 281–284.*

### Activity Options

1. **Analyzing Information** Draw a comic strip based on the battle between Prince Rama and Ravana. Post your work on a classroom bulletin board.
2. **Writing Descriptive Paragraphs** Write a newspaper report about the encounter between Prince Rama and Ravana. Include a catchy headline.
3. **Summarizing Written Texts** Compose a song about the heroic contest fought in this excerpt.

Excerpt from *Ramayana: King Rama's Way*, translated by William Buck, illustrated by Shirley Triest. Introduction by B.A. Van Nooten. Copyright © 1976 by The regents of the University of California. Used by permission of the University of California Press.

CHAPTER  
**3**

Section 2

LITERATURE SELECTION *from Siddhartha*  
by Herman Hesse  
Translated by Hilda Rasner

*In his novel Siddhartha, the 20th-century German author Hermann Hesse recreates the life of Siddhartha Gautama, the founder of Buddhism, in fictional form. As you read this excerpt from the novel, think about how Siddhartha feels before and after his awakening.*

## Awakening

As Siddhartha left the grove in which the Buddha, the Perfect One, remained, in which Govinda remained, he felt that he had also left his former life behind him in the grove. As he slowly went on his way, his head was full of this thought. He reflected deeply, until this feeling completely overwhelmed him and he reached a point where he recognized causes; for to recognize causes, it seemed to him, is to think, and through thought alone feelings become knowledge and are not lost, but become real and begin to mature.

Siddhartha reflected deeply as he went on his way. He realized that he was no longer a youth; he was now a man. He realized that something had left him, like the old skin that a snake sheds. Something was no longer in him, something that had accompanied him right through his youth and was part of him: this was the desire to have teachers and to listen to their teachings. He had left the last teacher he had met, even he, the greatest and wisest teacher, the holiest, the Buddha. He had to leave him; he could not accept his teachings.

Slowly the thinker went on his way and asked himself: What is it that you wanted to learn from teachings and teachers, and although they taught you much, what was it they could not teach you? And he thought: It was the Self, the character and nature of which I wished to learn. I wanted to rid myself of the Self, to conquer it, but I could not conquer it, I could only deceive it, could only fly from it, could only hide from it. Truly, nothing in the world has occupied my thoughts as much as the Self, this riddle, that I live, that I am one and am separated and different from everybody else, that I am Siddhartha; and about nothing in the world do I know less than about myself, about Siddhartha.

The thinker, slowly going on his way, suddenly stood still, gripped by this thought, and another

thought immediately arose from this one. It was: The reason why I do not know anything about myself, the reason why Siddhartha has remained alien and unknown to myself is due to one thing, to one single thing—I was afraid of myself, I was fleeing from myself. I was seeking Brahman, Atman, I wished to destroy myself, to get away from myself, in order to find in the unknown innermost, the nucleus of all things, Atman, Life, the Divine, the Absolute. But by doing so, I lost myself on the way. Siddhartha looked up and around him, a smile crept over his face, and a strong feeling of awakening from a long dream spread right through his being. Immediately he walked on again, quickly, like a man who knows what he has to do.

Yes, he thought, breathing deeply, I will no longer try to escape from Siddhartha. I will no longer devote my thoughts to Atman and the sorrows of the world. I will no longer mutilate and destroy myself in order to find a secret behind the ruins. I will no longer study Yoga-Veda, Atharva-Veda, or asceticism, or any other teachings. I will learn from myself, be my own pupil; I will learn from myself the secret of Siddhartha.

He looked around him as if seeing the world for the first time. The world was beautiful, strange and mysterious. Here was blue, here was yellow, here was green, sky and river, woods and mountains, all beautiful, all mysterious and enchanting, and in the midst of it, he, Siddhartha, the awakened one, on the way to himself. All this, all this yellow and blue, river and wood, passed for the first time across Siddhartha's eyes. It was no longer the magic of Mara, it was no more the veil of Maya, it was no longer meaningless and the chance diversities of the appearances of the world, despised by deep-thinking Brahmins, who scorned diversity, who sought unity. River was river, and if the One and Divine in Siddhartha secretly lived in blue and river, it was just the divine art and intention that



there should be yellow and blue, there sky and wood—and here Siddhartha. Meaning and reality were not hidden somewhere behind things, they were in them, in all of them.

How deaf and stupid I have been, he thought, walking on quickly. When anyone reads anything which he wishes to study, he does not despise the letters and punctuation marks, and call them illusion, chance and worthless shells, but he reads them, he studies and loves them, letter by letter. But I, who wished to read the book of the world and the book of my own nature, did presume to despise the letters and signs. I called the world of appearances, illusion. I called my eyes and tongue, chance. Now it is over; I have awakened. I have indeed awakened and have only been born today. But as these thoughts passed through Siddhartha's mind, he suddenly stood still, as if a snake lay in his path.

Then suddenly this also was clear to him: he, who was in fact like one who had awakened or was newly born, must begin his life completely afresh. When he left the Jetavana grove that morning, the grove of the Illustrious One, already awakened, already on the way to himself, it was his intention and it seemed the natural course for him after the years of his asceticism to return to his home and his father. Now, however, in that moment as he stood still, as if a snake lay in his path, this thought also came to him: I am no longer what I was, I am no longer an ascetic, no longer a priest, no longer a Brahmin. What then shall I do at home with my father? Study? Offer sacrifices? Practice meditation? All this is over for me now.

Siddhartha stood still and for a moment an icy chill stole over him. He shivered inwardly like a small animal, like a bird or a hare, when he realized how

alone he was. He had been homeless for years and had not felt like this. Now he did feel it. Previously, when in deepest meditation, he was still his father's son, he was a Brahmin of high standing, a religious man. Now he was only Siddhartha, the awakened; otherwise nothing else. He breathed in deeply and for a moment he shuddered. Nobody was so alone as he. He was no nobleman, belonging to any aristocracy, no artisan belonging to any guild and finding refuge in it, sharing its life and language. He was no Brahmin, sharing the life of the Brahmins, no ascetic belonging to the Samanas. Even the most secluded hermit in the woods was not one and alone; he also belonged to a class of people. Govinda had become a monk and thousands of monks were his brothers, wore the same gown, shared his beliefs and spoke his language. But he, Siddhartha, where did he belong? Whose life would he share? Whose language would he speak?

At that moment, when the world around him melted away, when he stood alone like a star in the heavens, he was overwhelmed by a feeling of icy despair, but he was more firmly himself than ever. That was the last shudder of his awakening, the last pains of birth. Immediately he moved on again and began to walk quickly and impatiently, no longer homewards, no longer to his father, no longer looking backwards.

## Discussion Questions

### *Determining Main Ideas*

1. How does Siddhartha feel before his awakening?
2. How does he feel after his awakening?

3. **Drawing Conclusions** What kind of person do you think Siddhartha is, based on your reading of this excerpt?

CHAPTER  
**3**

## HISTORYMAKERS

# Siddhartha Gautama

## Enlightened One

## Section 2

*"Let a man overcome anger by love, let him overcome evil by good. Let him overcome the greedy by liberality, the liar by truth."—Siddhartha Gautama, the Buddha*

Born a prince in a warrior family, Siddhartha Gautama lived in northern India during a time of turmoil. From a young age, he was disturbed by the suffering of his world. Unsatisfied with the life of ease, he hoped to find deeper meaning in his life. He tried many ways of reaching inner peace, but none worked. When he finally discovered his path, he decided to teach others how to reach that same state—and in doing so, founded a new religion. Siddhartha was born near the foot of the Himalaya Mountains. His father ruled a small kingdom and hoped that his son would follow after him. Siddhartha was not the typical prince, however. He was concerned more with spiritual matters and wrestled with deep questions about human life. He asked himself, "Why is there suffering and what is death?" Hoping to settle his son down, the king built him a palace, but Siddhartha continued to be restless. At age 29, he later recalled, he broke with his comfortable life:

In the days before my enlightenment . . . I bethought me that a hole-and-corner life is all that a home can give, whereas a wandering [religious man] is as free as air. . . . So the time came, when I was quite young and with a wealth of coal-black hair untouched by gray and in all the beauty of my early prime—despite the wishes of my parents, who wept and lamented—I cut off my hair and beard . . . and went off from home.

He tried for six years to find the solution to his spiritual longing. In the end meditation provided the answer. He experienced the Bodhi, or moment of enlightenment. Life is suffering, he decided, but people do not realize this fact and try to achieve pleasure. By following Siddhartha's eight rules or the Eightfold Path, one can end desire and bring about the needed understanding. Then the person experiences a release from suffering, a state called nirvana. Siddhartha came to be called the Buddha, or "Enlightened One." He quickly went to a park in the Indian city of Benares and preached his first

sermon. He continued for 46 years, traveling throughout India. Soon he had many followers. The Buddha had great compassion for people, and he strongly rejected the inequality that was a central part of India's caste system. In this system, the Brahmins, or priests, were considered the most worthy of people. The outcasts, or untouchables, were shunned by all others. People lived in the caste into which they were born. The Buddha once said, "Not by birth does one become an outcast, not by birth does one become a Brahmin. By deeds one becomes an outcast, by deeds one becomes a Brahmin." He was reinforcing the message made clear in another saying: "Hatred does not cease by hatred at any time; hatred ceases by love."

The Buddha gathered large numbers of followers. He did not want to create a religion that relied on a strict hierarchy to grow. He once told his followers, "Be ye lamps unto yourselves. Be a refuge to yourselves. Hold fast to the truth as to a lamp. Look not for refuge to anyone besides yourselves."

Even in his death, the Buddha showed his feeling for others. As the story goes, the Buddha was 80 years old when he took a meal offered by a poor believer. The food was spoiled, but the Buddha did not wish to hurt the feelings of his host and ate it anyway—although he prevented his followers from joining him. Soon after, he was taken sick. He laid down in a grove of trees and gave his final instructions to his followers. As he lay dying, he sent a messenger to the poor man who had cooked the fatal meal to reassure the man that he should not feel any blame. Soon after, he died. According to Buddhist belief, his soul passed into nirvana.

## Questions

1. **Drawing Conclusions** Explain what you think the Buddha means by the quote on this page.
2. **Forming and Supporting Opinions** Do you agree with the Buddha's idea that all life is suffering? Explain.
3. **Hypothesizing** How could the Buddha's message about the caste system undermine Hindu society?

CHAPTER  
3

## HISTORYMAKERS

Herodotus  
*Father of History*

## Section 3

*"This is the demonstration of the research of Herodotus of Halicarnassus."  
—Herodotus, opening line of the Histories*

Herodotus was one of the first people to try to explain the past. For this, he became known as the “father of history.” Many historians have been uncomfortable about that label, because the history written by Herodotus has many flaws. Nevertheless, with his *Histories*, Herodotus created a new form of study. Indeed, the name of this field—history—was coined by him. In his native Greek, it means “inquiries” or “research.”

Not much is known about the life of this first historian. He was born about 484 B.C. in Halicarnassus, a city in Asia Minor that was settled by Greeks. His family was well-off but suffered at the hands of the tyrant who ran the government of that city. They were forced to leave for an island while Herodotus was still young. Later in life, he returned to his home to help overthrow the tyrant, but he did not stay.

Herodotus has been described as curious. One later writer called him “a man who could not cross the street without finding something interesting.” He traveled a great deal throughout the area, going as far as the Black Sea, Syria, Babylon, Palestine, and Egypt. The reason for this travel is unknown. He may have been engaged in trade, a common enough pursuit for Greeks of his time. Whatever the reason, he constantly asked questions of the people he met. In this way he gained understanding of the customs and traditions of people in other lands. About 450, he went to live in Athens, where he became close friends with the famous playwright Sophocles. Later, he moved to a Greek colony in southern Italy. He lived there until the end of his life, which was some time around 420 B.C.

Scholars are unsure when Herodotus began writing his history, how long it took, or in what order the parts were written. It is clear that he was already at work on it when he lived in Athens. There are reports that he read parts of it aloud while he lived in that city.

Herodotus’ main purpose was to tell the story of the conflict between Persia and the Greek city-states in the early years of the fifth century B.C. His book

describes the Persian invasions and the Greeks’ unexpected victory. The first third relates the rise of Persia. The middle third details the beginning of the Persian-Greek conflict up to the Battle of Marathon. The last third chronicles the massive invasion launched by Persian leader Xerxes in 480–479 and the ultimate Persian defeat. The work includes much more, however. Herodotus presents a great deal of background information on the roots of Persian and Greek society before the two peoples ever clashed. In addition, the portion called Book Two is a long and detailed passage about Egypt. It includes accounts of Egyptian history as well as his observations of life and customs in that land.

To many historians, though, Herodotus’ book is frustrating. He pays little attention to chronology—the sequence of events over time. He also includes many stories that bring in unbelievable elements, including the actions of the gods.

With these problems, what makes the work a history? First, Herodotus keeps his eye on the story that he wants to tell. Despite wandering off to cover side topics, he still conveys the main events.

Second, he tells his story with some objectivity. He is able to distance himself from the persons whose actions he describes and comment on them in a fair way. Third, although he was, for the most part, a poor judge of sources, he did attempt to assess their reliability. Fourth, he does try to offer insights about the causes and effects of events, even though his analysis is somewhat naive and superficial. Finally, he accomplishes all these goals with a graceful and charming writing style.

## Questions

1. **Making Inferences** Why do you think Herodotus would call his work “researches” or “inquiries”?
2. **Analyzing Motives** If Herodotus was a Greek, was it possible for him to be completely objective in his history? Explain.
3. **Developing Historical Perspective** What do you think are the characteristics that make a piece of writing a history?

**CHAPTER**  
**3****Section 4****CONNECTIONS ACROSS TIME AND CULTURES***Religions in the Ancient World***THEMATIC CONNECTION:****RELIGIOUS AND  
ETHICAL SYSTEMS**

*Since ancient times, religion has greatly affected how people live, the governments they form, and the way they view the world. In this chapter you have read about the origins of Hinduism, Buddhism, and Judaism. Compare these religions with the religions of ancient Sumer and Egypt by answering the following questions.*

1. The ancient civilizations of Egypt and Sumer worshiped many gods. How do their polytheistic beliefs compare with those of ancient

Hinduism? \_\_\_\_\_

Buddhism? \_\_\_\_\_

Judaism? \_\_\_\_\_

2. Sumerians worshiped their gods from the Ziggurat, the largest building in the city. Ancient Egyptians built temples to worship their gods and pyramids as homes for their god-kings. How did the ancient Hebrews maintain their religion as they traveled from place to place? \_\_\_\_\_

3. In Sumer the king was a representative of the gods. In Egypt the king was worshiped as a god. What role did the kings play in religion in ancient Israel? \_\_\_\_\_

4. Sumerians made offerings of animals, grain, fabric, and jewels in order to please their gods. What did ancient Hebrews need to do to please their God? \_\_\_\_\_

5. Sumerians saw the afterlife as a dismal, joyless place. Ancient Egyptians anticipated a pleasant life after they died. What vision of life after death did Hinduism and Buddhism share? \_\_\_\_\_

**CHAPTER**  
**3****Section 1****RETEACHING ACTIVITY** *The Indo-Europeans****Making Inferences***

Below are some general statements about the Indo-European migration into Europe. Read each statement. Then supply details from the section to support it.

1. The Indo-Europeans were a group of nomadic peoples who came from the region north of the Caucasus.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

2. The Indo-European family of languages were the ancestors of many of the modern languages of Europe, Southwest Asia, and South Asia.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

3. One group of Indo-European speakers were the Hittites.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

4. The Hittites brought greatly improved technology for warfare.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

5. Around 1500 B.C., another Indo-European people, the Aryans, moved into the Indus River Valley of India.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

6. The Aryans were different from the *dasas*, the people they found in India.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

7. When they first came to India, the Aryans were divided into three social classes.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

8. Eventually, the Aryan class structure became a caste system.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

CHAPTER  
**3**

## Section 2

## RETEACHING ACTIVITY

# *Hinduism and Buddhism Develop*

***Comparing and Contrasting***

Complete the chart below by recording details to compare and contrast the development of Hinduism and Buddhism.

|                              | <b><i>HINDUISM</i></b> | <b><i>BUDDHISM</i></b> |
|------------------------------|------------------------|------------------------|
| Origin/founder               | 1.                     | 2.                     |
| Who believers worship        | 3.                     | 4.                     |
| Leaders                      | 5.                     | 6.                     |
| Sacred texts                 | 7.                     | 8.                     |
| Basic beliefs                | 9.                     | 10.                    |
|                              | 11.                    | 12.                    |
|                              | 13.                    | 14.                    |
| Attitude toward caste system | 15.                    | 16.                    |



**CHAPTER**  
**3****Section 3****RETEACHING ACTIVITY** *Seafaring Traders***Multiple Choice**

Choose the best answer for each item. Write the letter of your answer in the blank.

- \_\_\_\_ 1. A powerful seafaring people who dominated trade in the eastern Mediterranean from about 2000 to 1400 B.C. were the
- Romans.
  - Minoans.
  - Aryans.
  - Mesopotamians.
- \_\_\_\_ 2. The capital city of these people was
- Knossos.
  - Phoenicia.
  - Crete.
  - Byblos.
- \_\_\_\_ 3. Bull-leaping may have served all the following purposes *except*
- entertainment.
  - religious ritual.
  - training for warriors.
  - preparation of bulls for sacrifice.
- \_\_\_\_ 4. After Crete's decline, the most powerful traders along the Mediterranean were the
- Aryans.
  - Minoans.
  - Africans.
  - Phoenicians.
- \_\_\_\_ 5. The greatest Phoenician colony was in
- Carthage.
  - Crete.
  - Minoa.
  - Sardinia.
- \_\_\_\_ 6. The Phoenician writing system was based on
- pictographs.
  - phonetics.
  - cuneiform.
  - hieroglyphics.
- \_\_\_\_ 7. Popular Phoenician trade items included
- obsidian products and religious artifacts.
  - cotton cloth and wool.
  - gold, wine, and cotton cloth.
  - papyrus, purple cloth, and cedar.
- \_\_\_\_ 8. One significant Phoenician contribution to learning was
- the writing of many religious texts.
  - their enhanced system of numbers.
  - the development of an alphabet.
  - the training of many learned scholars.

**CHAPTER**  
**3****Section 4****RETEACHING ACTIVITY** *The Origins of Judaism****Drawing Conclusions***

Complete the chart below by indicating the significance of each person, place, or object to the development of Judaism.

| <b>PERSON, PLACE, OR EVENT</b> | <b>SIGNIFICANCE</b> |
|--------------------------------|---------------------|
| Canaan                         | 1.                  |
| Hebrews                        | 2.                  |
| Torah                          | 3.                  |
| Moses                          | 4.                  |
| Ten Commandments               | 5.                  |

***Determining Main Ideas***

Write your answers in the blanks provided.

6. Considered the father of the Hebrew people: \_\_\_\_\_

7. The belief in a single god: \_\_\_\_\_

8. The god of the Hebrew people: \_\_\_\_\_

9. A group of people who threatened the Hebrews' position in ancient Palestine: \_\_\_\_\_

10. Name for the new Hebrew kingdom united under Saul, David, and Solomon: \_\_\_\_\_

11. Money paid by a weaker power to a stronger power in order to keep the peace: \_\_\_\_\_

12. First religion to teach monotheism: \_\_\_\_\_



Section 1

GUIDED READING

# *The Egyptian and Nubian Empires*

**A. Following Chronological Order** As you read about the Egyptian Empire, fill in the chart below with the dates and achievements of the rulers listed.

| Name of Ruler   | Time of Reign | Achievements |
|-----------------|---------------|--------------|
| Queen Ahhotep   |               |              |
| Hatshepsut      |               |              |
| Thutmose III    |               |              |
| Ramses II       |               |              |
| Libyan pharaohs |               |              |
| Piankhi         |               |              |

**B. Clarifying** Explain the relationship between Egypt and Nubia.

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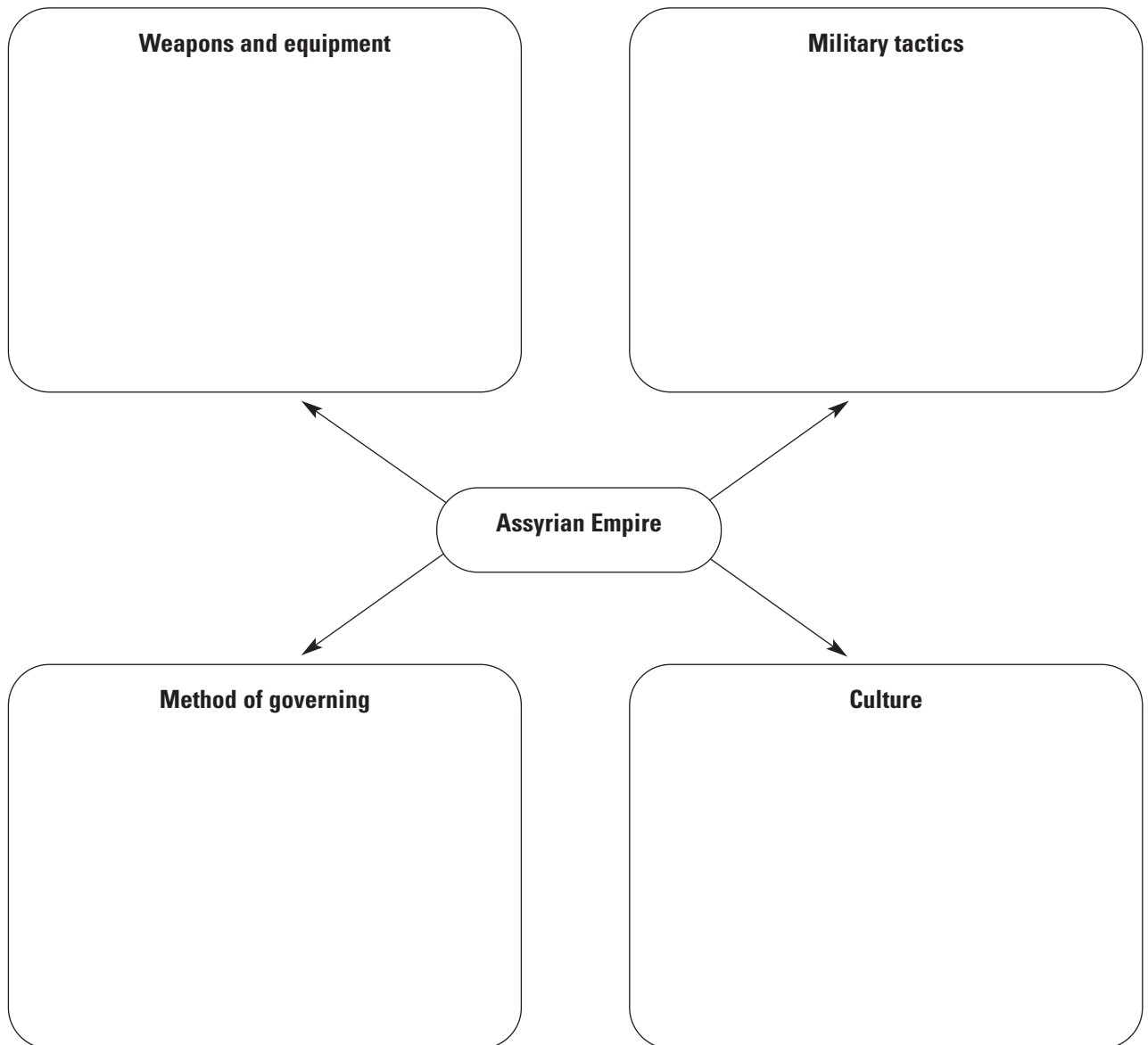
**C. Comparing and Contrasting** On the back of this paper, compare and contrast the Kushite kingdom in **Meroë** to Egypt's **New Kingdom**.

CHAPTER  
**4**

GUIDED READING *The Assyrian Empire*

Section 2

**A. Summarizing** As you read about the rise and fall of the Assyrian Empire, fill in the diagram below.



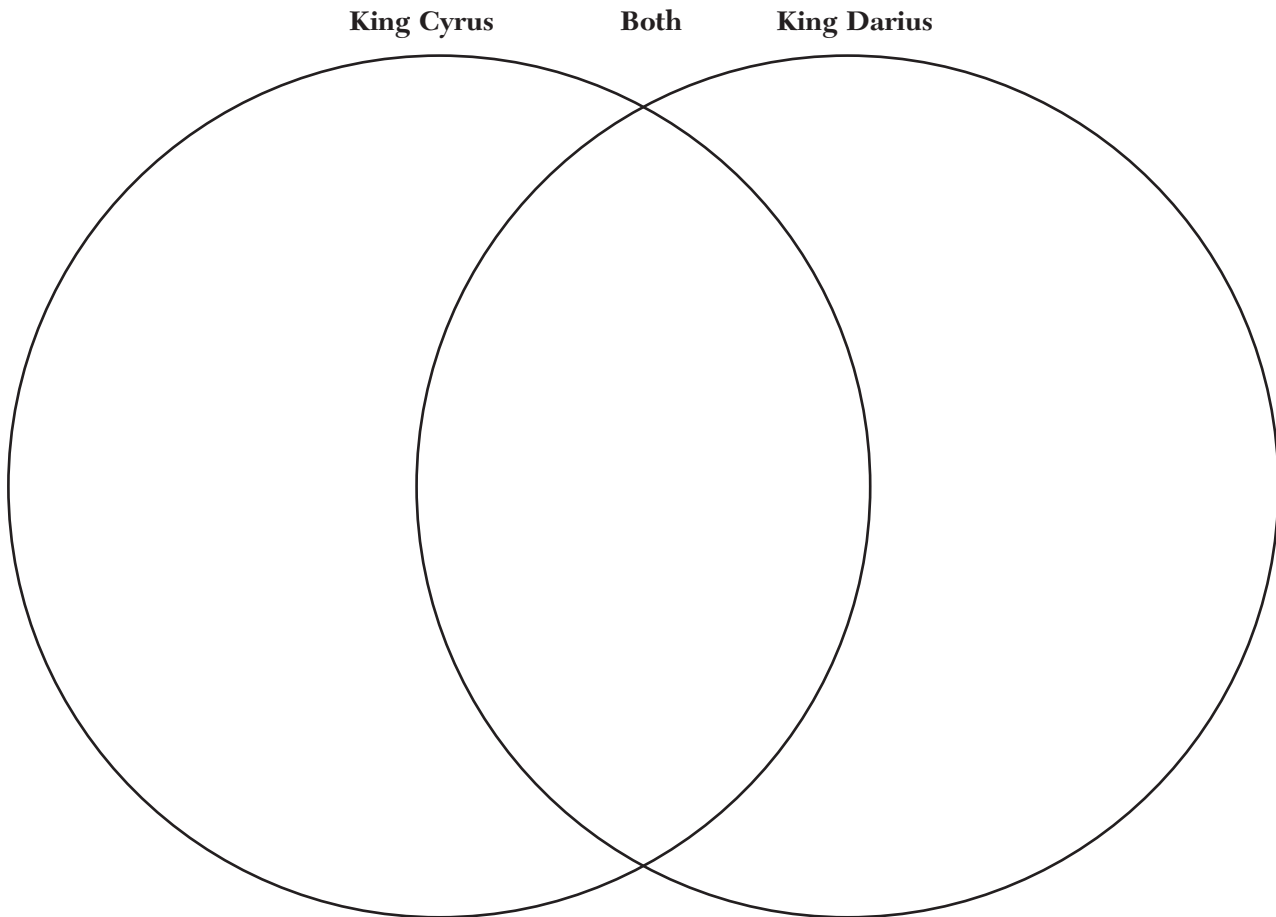
**B. Writing Expository Paragraphs** Explain why the Assyrian Empire collapsed. Use the names **Nineveh**, **Medes**, and **Chaldeans** in your explanation.

CHAPTER  
**4**

GUIDED READING *The Persian Empire*

Section 3

**A. Comparing and Contrasting** As you read about the Persian Empire, take notes to fill in the Venn diagram below to compare the reign of King Cyrus with that of King Darius.



**B. Writing for a Specific Purpose** Explain how Darius used **satraps** and the **Royal Road** to hold his vast empire together.

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**C. Summarizing** On the back of this paper, describe the basic beliefs of the religion founded by **Zoroaster**.

**CHAPTER**  
**4****Section 4****GUIDED READING** *The Unification of China*

**A. Summarizing** As you read this section, take notes summarizing the basic ideas of the following Chinese philosophies.

| 1. Confucianism | Ideas about social order: | Ideas about government: |
|-----------------|---------------------------|-------------------------|
| Founder:        |                           |                         |

| 2. Daoism | Ideas about order and harmony: | Ideas about a universal force: |
|-----------|--------------------------------|--------------------------------|
| Founder:  |                                |                                |

| 3. Legalists | Ideas about social order: | Ideas about government: |
|--------------|---------------------------|-------------------------|
| Founder:     |                           |                         |

**B. Synthesizing** On the back of this paper, explain the concept of **yin and yang**. How did this concept contribute to Chinese culture?

**C. Writing for a Specific Purpose** On the back of this paper, explain conditions in China during the **Qin Dynasty** under the rule of **Shi Huangdi**.





## BUILDING VOCABULARY *First Age of Empires*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                        |                                                                                                                        |
|------------------------|------------------------------------------------------------------------------------------------------------------------|
| ____ 1. Hatshepsut     | a. Nubian kingdom that developed an empire along the Nile River in the 700s B.C.                                       |
| ____ 2. Ramses II      | b. Persian king who founded a huge empire and became known for his tolerance                                           |
| ____ 3. Kush           | c. the founder of unified China                                                                                        |
| ____ 4. Assyria        | d. Mesopotamian society that built a large empire in Southwest Asia through military conquest                          |
| ____ 5. Nebuchadnezzar | e. female New Kingdom pharaoh who encouraged trade instead of just waging war                                          |
| ____ 6. Cyrus          | f. king who extended the Persian empire into India and used a network of roads and standardized coins to promote trade |
| ____ 7. Darius         | g. Chaldean king who restored Babylon and built its famous hanging gardens                                             |
| ____ 8. Shi Huangdi    | h. one of the greatest builders of the New Kingdom pharaohs                                                            |

**B. Completion** Select the term or name that best completes the sentence.

|           |             |         |             |
|-----------|-------------|---------|-------------|
| autocracy | New Kingdom | Medes   | Zoroaster   |
| Meroë     | Royal Road  | Nineveh | bureaucracy |

- During the \_\_\_\_\_, Egypt built an empire and became wealthier and more powerful than ever before.
- The \_\_\_\_\_ was a famous road in the Persian Empire that ran 1,677 miles from Susa in Persia to Sardis in Anatolia.
- The Persian prophet who founded a religion based on the idea that life is a struggle between good and evil was \_\_\_\_\_.
- The Assyrian capital that held one of the ancient world's largest libraries was \_\_\_\_\_.
- A \_\_\_\_\_ is a trained civil service.
- A government that has unlimited power and uses it in an arbitrary manner is an \_\_\_\_\_.

**C. Writing** Write a paragraph summarizing the philosophies that were promoted in China during the decline of the Zhou Dynasty using the following terms.

Confucius      Daoism      Legalism      *I Ching*      yin and yang

CHAPTER  
**4**

Section 4

SKILLBUILDER PRACTICE

# Analyzing Causes and Recognizing Effects

*In 221 B.C., the Qin Dynasty replaced the Zhou Dynasty that had ruled China for about 800 years. To learn more about the causes and effects of the decline of the Zhou Dynasty, read the passage below. As you read, notice that causes and effects can be both short-term and long-term and that effects can turn into causes. Then complete the cause-and-effect diagram below. (See Skillbuilder Handbook)*

**Nobles Gain Power** The Zhou Dynasty set up a feudal state. Local areas were ruled by nobles who pledged their loyalty to the king and raised armies to keep order and protect the kingdom. For the first 300 years, the Zhou Empire remained peaceful and stable.

Beginning in 771 B.C., China expanded into the Chang Jiang basin. As a result of expansion, strong nobles began to use their armies to take over the lands of weaker nobles and consolidate their power. As their power grew, the warlords claimed to be kings in their own territory. Without the loyalty and protection of their feudal nobles, the Zhou Dynasty weakened.

**The Qin Dynasty Emerges** Beginning around 456 B.C., feudal states were at constant war with one another. The number of feudal states decreased, but those that survived became more powerful. During this “warring states” period, traditional Chinese values collapsed. Chaos, disobedience, and bloody warfare replaced love of order, harmony, and respect for authority. Powerless to end the fighting and restore order, the Zhou Dynasty finally collapsed in 256 B.C. A power struggle followed between the kings of the remaining feudal states. In 221 B.C., the ruler of Qin conquered his rivals, seized control of China, and started a new dynasty.

**1. Cause:** Period of peace ends; China expands into Chang Jiang basin.



**2. Effect/Cause:**



**3. Effect/Cause:** Powerful warlords gain power and set themselves up as kings of their territories.



**4. Effect:**



**5. Cause:** Feudal states continue to war against each other.



**6. Effect/Cause:**



**7. Effect/Cause:** Unable to restore order, the Zhou Dynasty collapses.



**8. Effect:**

## CHAPTER

## 4

## Section 2

GEOGRAPHY APPLICATION: PLACE *Babylon*

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

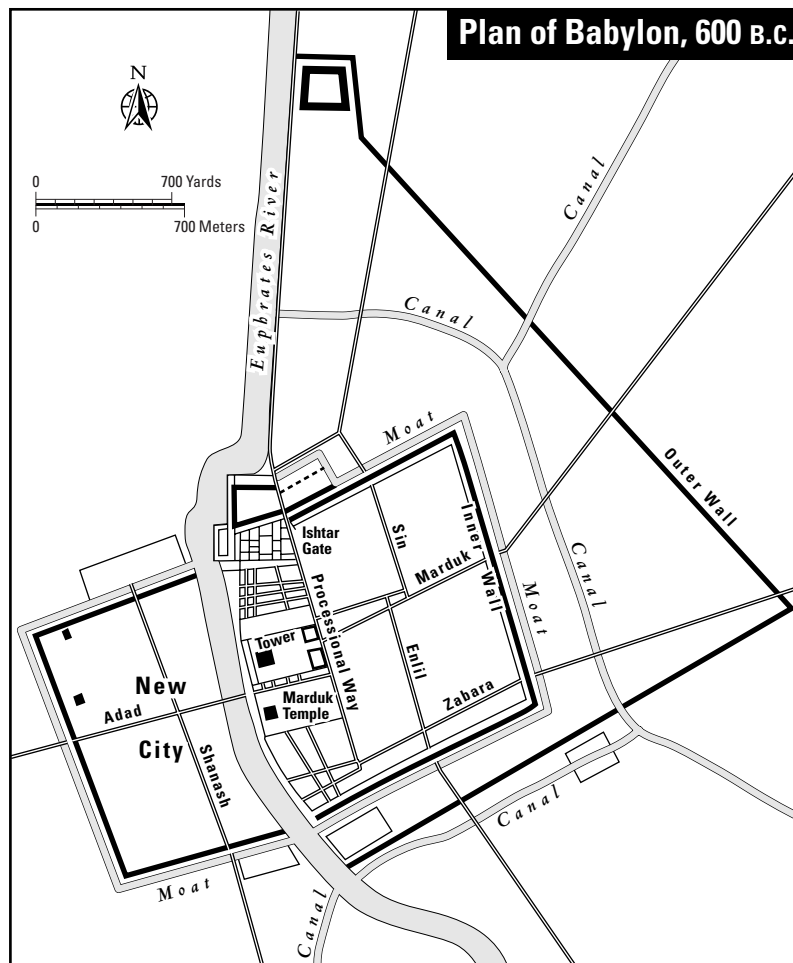
Chaldean King Nebuchadnezzar rebuilt the city of Babylon around 600 B.C., after defeating the mighty Assyrians. He restored the city as the center of his new empire 1,000 years after the death of Hammurabi, the former king of ancient Babylon. All of Babylon, however, was not luxury and splendor. The houses of Babylon were huddled closely together on top of uneven ground. Houses were often built and rebuilt on top of each other without a fresh foundation. In addition, Babylon did not have an adequate garbage removal system. People simply tossed their trash onto the street, creating many social and physical problems. Nevertheless, Babylon provided a variety of unique

sites, such as the stone and wooden bridge that crossed the ancient Euphrates River. Most other cities simply used a collection of boats.

Nebuchadnezzar also constructed a new temple and palace buildings, complete with the paved Processional Way.

Nebuchadnezzar took special care when building the defenses for his city. He built a double row of walls reputed to be 150 feet thick, with towers 90 feet high stretching along the perimeter.

At the time, Babylon was the largest city in the world. It covered an area of almost 2,500 acres—an area equal to nearly 2,470 football fields.



**Interpreting Text and Visuals**

1. How many yards long is the city? \_\_\_\_\_
2. What is the name of the street that cuts through the center of the city and outside the city follows the Euphrates River? \_\_\_\_\_  
\_\_\_\_\_
3. What area of Babylon does not enjoy the protection of the double wall defenses? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What advantages and disadvantages would a bridge give the people of Babylon as opposed to a collection of boats? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Identify the three bodies of water found in Babylon.  
\_\_\_\_\_

Explain what uses these three types of water might have had, including benefits and any potential problems with them. \_\_\_\_\_

- \_\_\_\_\_
6. Identify the several defenses the illustration shows for Babylon. \_\_\_\_\_

Describe the use for each of the defenses of the city. \_\_\_\_\_

CHAPTER  
**4**  
Section 2

**PRIMARY SOURCE** *from Assyrian Capture  
of Jerusalem*  
by Sennacherib

*In 701 B.C. an Assyrian king, Sennacherib, launched a bloody campaign against several princes of Phoenicia and Palestine and captured the city of Jerusalem. What does this passage from an official record of Sennacherib's conquests tell you about Assyria's military power?*

In the continuation of my campaign I besieged Beth-Dagon, Joppa, Banai-Barqa, Azuru, cities belonging to Sidqia who did not bow to my feet quickly enough; I conquered them and carried their spoils away. The officials, the patricians and the common people of Ekron—who had thrown Padi, their king, into fetters because he was loyal to his solemn oath sworn by the god Ashur, and had handed him over to [king] Hezekiah, the Jew—and he (Hezekiah) held him in prison, unlawfully, as if he (Padi) be an enemy—had become afraid and had called for help upon the kings of Egypt and the bowmen, the chariot-corps and the cavalry of the king of Ethiopia, an army beyond counting—and they had come to their assistance. In the plain of Eltekeh, their battle lines were drawn up against me and they sharpened their weapons. Upon a trust-inspiring oracle given by Ashur, my lord, I fought with them and inflicted a defeat upon them. In the mêlée of the battle, I personally captured alive the Egyptian charioteers with their princes and also the charioteers of the king of Ethiopia. I besieged Eltekeh and Timnah, conquered them and carried their spoils away. I assaulted Ekron and killed the officials and patricians who had committed the crime and hung their bodies on poles surrounding the city. The common citizens who were guilty of minor crimes, I considered prisoners of war. The rest of them, those who were not accused of crimes and misbehavior, I released. I made Padi, their king, come from Jerusalem and set him as their lord on the throne, imposing upon him the tribute due to me as overlord.

As to Hezekiah, the Jew, he did not submit to my yoke, I laid siege to 46 of his strong cities, walled forts and to the countless small villages in their vicinity, and conquered them by means of well-stamped earth-ramps, and battering-rams brought thus near to the walls combined with the attack by foot soldiers, using mines, breeches as well as sapper work. I drove out of them 200,150 people,

young and old, male and female, horses, mules, donkeys, camels, big and small cattle beyond counting, and considered them booty. Himself I made a prisoner in Jerusalem, his royal residence, like a bird in a cage. I surrounded him with earth-work in order to molest those who were leaving his city's gate. His towns which I had plundered, I took away from his country and gave them over to Mitinti, king of Ashdod, Padi, king of Ekron, and Sillibel, king of Gaza. Thus I reduced his country, but I still increased the tribute and the *katrû*-presents due to me as his overlord which I imposed later upon him beyond the former tribute, to be delivered annually. Hezekiah himself, whom the terror-inspiring splendor of my lordship had overwhelmed and whose irregular and elite troops which he had brought into Jerusalem, his royal residence, in order to strengthen it, had deserted him, did send me, later, to Nineveh, my lordly city, together with 30 talents of gold, 800 talents of silver, precious stones, antimony, large cuts of red stone, couches inlaid with ivory, *nîmedu*-chairs inlaid with ivory, elephant-hides, ebony-wood, box-wood, and all kinds of valuable treasures, his own daughters, concubines, male and female musicians. In order to deliver the tribute and to do obeisance as a slave he sent his personal messenger.

*from James B. Pritchard, ed., Ancient Near Eastern Texts, 2nd ed. (Princeton, New Jersey: Princeton University Press, 1955), 287ff. Reprinted in The Ancient World to A.D. 300, 2nd ed. (New York: The Macmillan Company, 1968), 6–7.*

## Activity Options

1. **Writing for a Specific Purpose** Write a headline about Sennacherib's military exploits from the point of view of either an Assyrian or a resident of one of the conquered cities.
2. **Developing Historical Perspective** With a partner, conduct an in-depth interview with Sennacherib about his military campaign.

CHAPTER  
**4**

Section 3

PRIMARY SOURCE **“To the Fire”**  
*from the Zend-Avesta*

*The Avesta is the sacred book of the Persian religion founded by Zoroaster. It contains prayers, invocations, religious teachings, and hymns that praise Zoroastrian gods. The Zend-Avesta includes the original book and commentaries added through the years. “To the Fire” is chanted during a fire-worship ritual in which a priest dressed in a white robe and veil invokes the power of the supreme god Ahura Mazda; consecrates sacred water, a bundle of twigs, and the juice of a sacred plant; and then kindles the fire. As you read this hymn, think about what believers in Zoroastrianism ask Fire to grant them.*

I offer my sacrifice and homage to thee, the Fire, as a good offering, and an offering with our hail of salvation, even as an offering of praise with benedictions, to thee, the Fire, O Ahura Mazda's son! Meet for sacrifice art thou, and worthy of our homage. And as meet for sacrifice, and thus worthy of our homage, mayest thou be in the houses of men who worship Mazda. Salvation be to this man who worships thee in verity and truth, with wood in hand, and Baresma ready, with flesh in hand, and holding too the mortar. And mayest thou be ever fed with wood as the prescription orders. Yea, mayest thou have thy perfume justly, and thy sacred butter without fail, and thine andirons regularly placed. Be of full-age as to thy nourishment, . . . O Fire, Ahura Mazda's son! Be now aflame within this house; be ever without fail in flame; be all a-shine within this house; . . . for long time be thou thus to the furtherance of the heroic renovation, to the completion of all progress, yea, even till the good heroic millennial time when that renovation shall have become complete. Give me, O Fire, Ahura Mazda's son! a speedy glory, speedy nourishment, and speedy booty, and . . . an expanded mind, and nimbleness of tongue for soul and understanding, even an understanding continually growing in its largeness, and that never wanders, and long enduring virile power, an offspring sure of foot, that never sleeps on watch, and that rises quick from bed, and likewise a wakeful offspring, helpful to nurture, . . . keeping order in men's meetings, yea, drawing men to assemblies through their influence and word, grown to power, skillful, redeeming others from oppression, served by many followers, which may advance my line in prosperity and fame, and my Vis, and my Bantu, and my province, yea, an offering which may deliver orders to the Province as firm and righteous rulers. And mayest thou grant

me, O Fire, Ahura Mazda's Son! that whereby instructors may be given me, now and for evermore, giving light to me of Heaven, the best life of the saints, brilliant, all glorious. And may I have experience of the good reward, and the good renown, and of the long forecasting preparation of the soul. The Fire of Ahura Mazda addresses this admonition to all for whom he cooks the night and morning meal. From all these, O Spitama! he wishes to secure good care, . . . the care of a true praiser. At both the hands of all who come by me, I, the Fire, keenly look: What brings the mate to his mate, the one who walks at large, to him who sits at home? We worship the bounteous Fire, the swift-driving charioteer. And if this man who passes brings him wood brought with sacred care, or if he brings the Baresma spread with sanctity, or the Hadhâ-naêpata plant, then afterwards Ahura Mazda's Fire will bless him, contented, not offended, and in its satisfaction saying thus: May a herd of kine be with thee, and a multitude of men, may an active mind go with thee, and an active soul as well. As a blest soul mayest thou live through thy life, the nights which thou shall live. This is the blessing of the Fire for him who brings it wood well dried, sought out for flaming, purified with the earnest blessing of the sacred ritual truth.

*from James Darmestetter, trans., the Zend-Avesta.  
Reprinted in Epiphanius Wilson, ed., Sacred Books of the East (New York: P. F. Collier & Son, 1900), 106–107.*

## Discussion Questions

### Clarifying

1. According to “To the Fire,” what will the man who worships Fire receive in return?
2. What helps nourish Fire?
3. **Making Inferences** Do you think Fire signifies truth and light or evil and darkness? Explain.



## CHAPTER

## 4

## Section 4

**PRIMARY SOURCE** *from Intrigues of the Warring States*

*This selection is from an anonymous work called Chan Kuo Ts'e (Intrigues of the Warring States). Probably written in the early part of the second century B.C., the Chan Kuo Ts'e relates the history and fables of the latter Zhou Dynasty and offers a wealth of advice on the way states should be governed. The problems described in this excerpt led to the decline of the Zhou Dynasty and to the rise of new political ideas and philosophies. How does Ying-hou think that King Chao should govern Ch'in?*

“Your majesty has doubtless heard about the Spirit of the Grove in the country of Hanker?” Ying-hou asked King Chao of Ch'in. “There lived in Hanker an extremely rash youth who got the Sacred Grove to gamble with him. ‘If I beat you,’ said the boy, ‘you must lend me your genie for three days. If I lose to you, you may do as you please with me.’ So saying, he cast the dice for the Grove with his left hand and for himself with his right. The Grove lost and lent the boy his genie for three days. But when the Grove went back to get his Spirit, he was turned away. Five days later the Grove began to rot and in seven it had died. “The country of Ch'in is your majesty's Grove and power is its genie: is it not a course fraught with danger to lend it to others? Now I have never heard of a finger being greater than an arm nor of an arm being greater than a leg, but if such should exist it could only indicate a serious disease! “A hundred men scrambling to fetch a gourd by cart will accomplish less than one man holding it in his hand and walking purposefully. For if the hundred actually managed to get it aboard their wagon you may be quite sure that the gourd would be split asunder when it arrived. Today the country of Ch'in is used by Lord Hua-yang, by Jang-hou, by the Queen Mother and by your majesty. If it is not to become a gourd with which any may dip his water this should stop. For you may be quite sure that when a country does become a gourd for all to dip with, it too will be split asunder. “I have heard it said, ‘when the fruit is heavy the bough is strained, when the bough is strained the trunk is harmed; when a capital is great it endangers the state, when a minister is strong he menaces his king.’ Yet in your city today every man worth more than a peck of grain is the minister's man—this includes your majesty's lieutenants, chancellors, and even personal attendants. Even in times of peace this should not happen, but should there ever be trouble, then I would certainly wit-

ness a king standing all alone in his own court.

“I have the temerity to feel fear for your majesty. And what I fear is that in the country of Ch'in, many generations hence, the rulers will no longer be descendants of yours.

“Your servant has heard that the awesome presence of great rulers in the past held their ministers in check at home and spread their control abroad over the land. Their government was neither troubled nor seditious and their deputies trod a straight path, fearing to do otherwise. But today the deputies of Jang-hou split the lords among themselves, and tallies given by his hand are recognized all over the land. He arrogates the power of a great state to muster troops and attack the lords, but the profits from his victories and gains all return to his own fief of T'ao, the spoils enter the treasuries of the Queen Mother and revenues from within your borders find their way to Lord Hua-yang. Surely what used to be called ‘the road to danger and destruction for state and ruler’ begins here.

“If three honored persons can drain the state to secure themselves, can the king's power be absolute? Will all commands originate with him? In truth, your majesty, only one in every three actually does.”

*from J.I. Crump, trans., Chan-Kuo Ts'e, “Intrigues of the Warring States.” Reprinted in Cyril Birch, ed., Anthology of Chinese Literature: From Early Times to the Fourteenth Century (New York: Grove Press, 1965), 39–40.*

## Discussion Questions

1. **Determining Main Ideas** According to Ying-hou, what is wrong with the way that King Chao rules Ch'in?
2. **Summarizing** What examples does Ying-hou use to strengthen his argument against the way King Chao rules?
3. **Drawing Conclusions** What advice do you think Ying-hou might give to the king about governing Ch'in more effectively?

CHAPTER  
**4**

Section 4

**PRIMARY SOURCE** *from the Analects*  
by Confucius

*The Analects, a collection of the teachings of Confucius, was compiled by his students in about 400 B.C. In this excerpt the “Master”—Confucius—expresses his views on being a gentleman. What values and attitudes does Confucius promote?*

The Master said, If a gentleman is frivolous, he will lose the respect of his inferiors and lack firm ground upon which to build up his education. First and foremost he must learn to be faithful to his superiors, to keep promises, to refuse the friendship of all who are not like him. And if he finds he has made a mistake, then he must not be afraid of admitting the fact and amending his ways.

Tzu-kung asked about the true gentleman. The Master said, He does not preach what he practises till he has practised what he preaches.

The Master said, A gentleman can see a question from all sides without bias. The small man is biased and can see a question only from one side.

The Master said, A gentleman in his dealings with the world has neither enmities nor affections; but wherever he sees Right he ranges himself beside it.

The Master said, A gentleman takes as much trouble to discover what is right as lesser men take to discover what will pay.

The Master said, A gentleman covets the reputation of being slow in word but prompt in deed.

The Master said, A gentleman who is widely versed in letters and at the same time knows how to submit his learning to the restraints of ritual is not likely, I think, to go far wrong.

The Master said, A true gentleman is calm and at ease; the Small Man is fretful and ill at ease.

At home in his native village his manner is simple and unassuming, as though he did not trust himself to speak. But in the ancestral temple and at Court he speaks readily, though always choosing his words with care.

At Court when conversing with the Under Ministers his attitude is friendly and affable; when conversing with the Upper Ministers, it is restrained

and formal. When the ruler is present it is wary, but not cramped.

When the ruler summons him to receive a guest, a look of confusion comes over his face and his legs seem to give beneath his weight.

When the guest has gone, he reports the close of the visit, saying, “The guest is no longer looking back.”

On entering the Palace Gate he seems to shrink into himself, as though there were not room. If he halts, it must never be in the middle of the gate, nor in going through does he ever tread on the threshold. As he passes the Stance a look of confusion comes over his face, his legs seem to give way under him and words seem to fail him. While, holding up the hem of his skirt, he ascends the Audience Hall, he seems to double up and keeps in his breath, so that you would think he was not breathing at all. On coming out, after descending the first step his expression relaxes into one of satisfaction and relief. At the bottom of the steps he quickens his pace, advancing with an air of majestic dignity. On regaining his place he resumes his attitude of wariness and hesitation.

*from Confucius, The Analects of Confucius, Arthur Waley, trans. (London: George Allen and Unwin, Ltd., 1938). Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. 1 (New York: HarperCollins, 1988), 36–37.*

## Activity Options

1. **Summarizing Written Texts** Write a list of *do's* and *don'ts* based on these teachings of Confucius. Share your list with the class.
2. **Synthesizing** With a partner, role-play a discussion about the nature of a true gentleman between Confucius and his student Tzu-kung.

Excerpt from *The Analects of Confucius*, translated and annotated by Arthur Waley. Copyright © 1938 by George Allen & Unwin, copyright renewed 1966. Used with the permission of John Robinson, on behalf of the Arthur Waley Estate.

**CHAPTER**  
**4****Section 1****LITERATURE SELECTION** “Ozymandias”  
by Percy Bysshe Shelley

*This poem by English poet Percy Bysshe Shelley (1792–1822) refers to Egyptian pharaoh Ramses II, whose Greek name is Ozymandias. During his reign, Ramses II had several temples built that were adorned with massive statues of himself. The temple where he was buried, the Ramesseum, featured an inscription similar to the one in the poem and a 1,000-ton statue of Ramses II. What is Shelley’s opinion of Ramses II and his monuments?*

I met a traveler from an antique land  
Who said: Two vast and trunkless legs of stone  
Stand in the desert. Near them, on the sand,  
Half sunk, a shattered visage lies, whose frown,  
And wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them and the heart that fed;  
And on the pedestal these words appear:  
“My name is Ozymandias, king of kings:  
Look on my works, ye Mighty, and despair!”  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare  
The lone and level sands stretch far away.

Percy Bysshe Shelley, “Ozymandias.” Reprinted in  
*An Introduction to Poetry* (Boston: Little, Brown,  
1966), 253–254.

**Research Options**

1. **Using Visual Stimuli** Find photographs of archaeological artifacts associated with Ramses II. Then choose and copy a photograph that you think best illustrates this poem.
2. **Drawing Conclusions** Use the Internet, a print or on-line encyclopedia, or a book about ancient Egypt to find out more about Ramses II. Then discuss with classmates whether you agree with Shelley’s view of the pharaoh in this poem.

**CHAPTER**  
**4****Section 2****LITERATURE SELECTION****“The Destruction of Sennacherib”**

by George Gordon, Lord Byron

*In this poem, English poet George Gordon, Lord Byron (1788–1824) retells the Biblical story in II Kings 19:35. In this story, Assyria’s King Sennacherib suddenly loses his army while leading an attack on Jerusalem. What images or sensory details in the poem help you picture what happens?*

The Assyrian came down like the wolf on the fold,  
And his cohorts were gleaming in purple and gold;  
And the sheen of their spears was like stars on the sea,  
When the blue wave rolls nightly on deep Galilee.

Like the leaves of the forest when summer is green,  
That host with their banners at sunset were seen:  
Like the leaves of the forest when autumn hath blown,  
That host on the morrow lay withered and strown.

For the Angel of death spread his wings on the blast,  
And breathed in the face of the foe as he passed;  
And the eyes of the sleepers waxed deadly and chill,  
And their hearts but once heaved—and for ever grew still!

And there lay the steed with his nostril all wide,  
But through it there rolled not the breath of his pride;  
And the foam of his gasping lay white on the turf,  
And cold as the spray of the rock-beating surf.

And there lay the rider distorted and pale,  
With the dew on his brow, and the rust on his mail;  
And the tents were all silent, the banners alone,  
The lances unlifted, the trumpet unblown.

And the widows of Ashur are loud in their wail,  
And the idols are broke in the temple of Baal;  
And the might of the Gentile, unsmote by the sword,  
Hath melted like snow in the glance of the Lord!

George Gordon, Lord Byron, “The Destruction of Sennacherib.” Reprinted in X. J. Kennedy, *An Introduction to Poetry* (Boston: Little, Brown, 1966), 152–153.

**Research Options**

1. **Comparing and Contrasting** Look up and read the Bible story of Sennacherib in II Kings 19:35. Then discuss with a small group of classmates similarities and differences between the two versions of the story.
2. **Clarifying** Research the following allusions in the poem: Galilee in line 4, Ashur in line 21, and Baal in line 22. Then share your findings with classmates.

CHAPTER  
**4**

## LITERATURE SELECTION

**“Babylon”**

by Alfred, Lord Tennyson

## Section 3

*Alfred, Lord Tennyson was a popular 19th-century English poet. “Babylon” refers to the conquest of the Babylonians by Cyrus, king of Persia. Does Tennyson feel that the Babylonians deserve their fate?*

“Come down, and sit in the dust, O virgin daughter of Babylon; sit on the ground: there is no throne.”—Isaiah 47: 1

Bow, daughter of Babylon, bow thee to dust!  
Thine heart shall be quell’d, and thy pride shall be crush’d:

Weep, Babylon, weep! for thy splendour is past;  
And they come like the storm in the day of the blast.

How, desolate Babylon, lost one and lone!  
And bind thee in sack-cloth—for where is thy throne?

Like a wine-press in wrath will I trample thee down.

And rend from thy temples the pride of thy crown.

Though thy streets be a hundred, thy gates be all brass.

Yet thy proud ones of war shall be wither’d like grass;

Thy gates shall be broken, thy strength be laid low.  
And thy streets shall resound to the shouts of the foe!

Though thy chariots of power on thy battlements bound.

And the grandeur of waters encompass thee round;

Yet thy walls shall be shaken, thy waters shall fail.  
Thy matrons shall shriek, and thy king shall be pale.

The terrible day of thy fall is at hand,  
When my rage shall descend on the face of thy land;

The lances are pointed, the keen sword is bar’d,  
The shields are anointed, the helmets prepar’d.

I call upon Cyrus! He comes from afar.

And the armies of nations are gather’d to war;  
With the blood of thy children his path shall be red,

And the bright sun of conquest shall blaze o’er his head!

Thou glory of kingdoms! thy princes are drunk,  
But their loins shall be loos’d, and their hearts shall be sunk;

They shall crouch to the dust, and be counted as slaves,

At the roll of his wheels, like the rushing of waves!

For I am the Lord, who have mightily spann’d  
The breadth of the heavens, and the sea and the land:

And the mountains shall flow at my presence,  
and earth

Shall reel to and fro in the glance of my wrath!

Your proud domes of cedar on earth shall be thrown.

And the rank grass shall wave o’er the lonely hearthstone:

And your sons and your sires and your daughters shall bleed

By the barbarous hands of the murdering Mede!

I will sweep ye away in destruction and death.

As the whirlwind that scatters the chaff with its breath:

And the fanes of your gods shall be sprinkled with gore,

And the course of your stream shall be heard of no more.

There the wandering Arab shall ne’er pitch his tent.

But the beasts of the desert shall wail and lament:

In their desolate houses the dragons shall lie,

And the satyrs shall dance, and the bittern shall cry!

Alfred, Lord Tennyson, “Babylon.” Reprinted in W. J. Rolfe, ed., *The Complete Poetical Works of Tennyson* (Boston: Houghton Mifflin, 1898), 775.

**Activity Options**

1. **Comparing and Contrasting** Compare the views expressed on the empires in “Ozymandias,” “The Destruction of Sennacherib,” and “Babylon.”
2. **Writing from Models** Write your own poem about one of the empires you have read about.



**CHAPTER**  
**4****Section 1****HISTORYMAKERS****Hatshepsut**  
*Ambitious Queen Seeking Eternity*

*"My command stands firm like the mountains, and the sun's disk shines and spreads rays over . . . my august person, and my falcon rises high above the kingly banner unto all eternity."—inscription ordered by Hatshepsut*

**H**atshepsut was a remarkable woman. Born to the Egyptian royal family, she was not content to play the secondary role of queen. When given the opportunity, she seized control and ruled Egypt for two decades.

There are three other players in the story of the queen, and they all have the same name. Thutmose I, pharaoh from around 1525 B.C., was her father. He was also father to Thutmose II. Hatshepsut and Thutmose II, who had different mothers, were married to one another. This was the custom in Egypt's royal family. Thutmose II, then, was both Hatshepsut's half-brother and her husband. Thutmose II's son, Thutmose III, was born to another woman. He was Hatshepsut's nephew and stepson.

When Thutmose I died, the crown passed to his oldest surviving son, Thutmose II. Hatshepsut, as his wife, ruled as queen. They ruled together for eight years. During that time Thutmose III was born.

Suddenly, Thutmose II—though only in his early thirties—died. Thutmose III, his successor, was only a few years old. Hatshepsut ruled with him as co-regent. In the earliest artwork from his reign, Thutmose III is shown as the chief ruler. Hatshepsut is placed behind him, which indicates junior status.

This arrangement did not last. In the second year of their joint rule, Hatshepsut made her move and seized power. In 1503 B.C., she had herself declared king. She began to wear the double crown that showed she ruled upper and lower Egypt. In later years she was even shown in artwork wearing male clothing. To support her claim to the throne, Hatshepsut resorted to propaganda. She had a temple built and decorated with images showing that she was born of the gods—as a proper pharaoh should be. She also spread a false story that Thutmose I had arranged to have her crowned king.

The real support for her power grab, though, was a strong group of court officials, including the chief steward, the high priest, the chancellor, and the treasurer. She did not have Thutmose III killed, but for almost 20 years she ran the country.

During this time, there was little military activity. The woman king did work to expand Egyptian trade, however. She sent workers to Sinai to mine turquoise. She also launched a large expedition to Punt, an African land that was located on the southern edge of the Red Sea and the home of such desirable goods as myrrh and frankincense. Egyptian priests wanted these substances—both of which were incense—to burn during sacred ceremonies. Hatshepsut also sent agents with weapons and jewelry to trade. They brought back not only the incense, but also several trees and roots to plant in Egypt to produce this valuable substance.

Pictures showing this voyage appear on the walls of a great temple that Hatshepsut had built. Another set of scenes depicts a different venture. Early in her rule, Hatshepsut ordered red granite taken from a quarry on the Nile River. The stone was shaped into two huge obelisks 185 feet high. They were placed on a barge 300 feet long and 100 feet wide. Twenty-seven ships powered by 864 men pulling oars towed the stones down river to the temple at Karnak. Before being set in place, they were completely covered with gold—and inscribed with Hatshepsut's name.

After more than 20 years, though, Thutmose III was ready to rule on his own. In 1482 B.C., he took control from his aunt. No one knows what happened to Hatshepsut. Soon after beginning his rule, though, Thutmose III tried to remove her memory from Egypt. Almost all mention of her, on stone or on papyrus, was erased. Nevertheless, one of her two great obelisks now stands in Cairo. It calls her by the title she so dearly wanted—pharaoh.

**Questions**

1. **Making Inferences** Why would the support of court officials help Hatshepsut seize power?
2. **Summarizing** For what achievements is Hatshepsut remembered?
3. **Drawing Conclusions** Why would Thutmose III try to remove Hatshepsut's name from all records?



**CHAPTER**  
**4****HISTORYMAKERS****Sennacherib**  
*Destroyer and Builder of Cities***Section 2**

*"The flame that consumes those who will not submit."  
and "He who cares for Assyria."—Assyrian inscriptions describing Sennacherib*

Sennacherib's Assyrian army often sent waves of fear through cities and peoples who found themselves in its path. Sennacherib was widely known for brutal treatment of those who would not submit to his will. On the other hand, to Assyrians themselves, Sennacherib was a great leader who expanded Assyrian power and rebuilt the great city of Nineveh.

Sennacherib was the son of Sargon II, who had helped build the Assyrian Empire in Southwest Asia. Under Sargon the Assyrians had captured the ancient city of Babylon. In addition, he had formed an efficient and effective government. Sennacherib, the crown prince, had been part of that government. When his father died in 705 B.C., he took the throne. The new king devoted the first years of his reign to a great building project.

Nineveh, an ancient city, had fallen into disrepair. Sennacherib was determined to make it his capital—and a more glorious city than it had ever been. He made the city's walls stronger and built new streets. He built a huge palace on eight acres of ground. It included parks and orchards with plants and animals from around the world. The palace was decorated with silver and copper. Copper was also used to make huge statues of 12 bulls and 12 lions. Most important, Sennacherib brought precious water to the city. He built canals to carry water from hills more than 50 miles away. Outside the city walls, he set aside farmland for the city residents. There he introduced an unusual new crop: cotton.

While the king created the capital that was his work of art, trouble brewed in the east. The former king of Babylon—allowed by Sargon to live—decided to reclaim his throne. He attacked in 703 but was quickly defeated by Sennacherib. In response to the threat, the Assyrian king decided to bring the whole area under control. He captured 88 walled towns and several major cities.

Sennacherib also moved to the west. Hezekiah, the king of Judah, had joined in the Babylonian revolt. So, too, had the Phoenician cities of Tyre and Sidon. Representatives of the pharaoh of Egypt had also discussed taking part. Sennacherib decided

to attack. In 701 B.C., he captured the Phoenician cities. Then he moved to Judah, where he forced Hezekiah to pay a large penalty. Next came Egypt. As Sennacherib prepared for an invasion, though, he was forced to call a halt. Some disaster—perhaps a plague—struck his army and he had to withdraw.

More military movements were needed in the east. Again, the former king of Babylon began a revolt. Sennacherib used a remarkable feat of engineering to move his troops into position. He sailed ships down the Tigris River to a southern city. Then he had them hauled overland to the Euphrates River. From there they sailed into the Persian Gulf. Sennacherib then easily defeated the allies of the old king of Babylon.

Trouble continued there for many years, however. Sennacherib had tried to maintain Babylon as a separate kingdom, but these attempts failed. The Chaldeans, who lived in Babylon, grew more and more unwilling to recognize Assyrian power. Finally, they captured and killed the king's son and murdered other supporters of Assyria. Sennacherib led an army back to Babylon in 689 B.C. He quickly destroyed the city, killed his opponents, and flooded the ancient capital.

With his conquests complete, Sennacherib settled down in his capital to rule his empire. He named one of his younger sons, Esarhaddon, as his heir—an act that raised resentment among his other sons. Their resentment combined with a Babylonian conspiracy brought about Sennacherib's death. In January of 681 B.C., two sons murdered the aged Sennacherib, perhaps while he was at prayer in a temple.

**Questions**

1. **Forming and Supporting Opinions** Which inscription at the top of the page do you think is a better description of Sennacherib? Give reasons for your answer.
2. **Drawing Conclusions** Do you think that Sennacherib was resourceful? Why or why not?
3. **Making Inferences** What led Sennacherib to attack other kingdoms?

CHAPTER  
**4**

Section 2

CONNECTIONS ACROSS TIME AND CULTURES

*Empires of Southwest Asia*

THEMATIC CONNECTION:

EMPIRE BUILDING

*Ancient peoples built great empires along the Mediterranean and in Asia, Arabia, and Africa. As you read in this chapter, through constant and skilled warfare, the Assyrians built a powerful empire in Southwest Asia. Almost a thousand years earlier, the Hittites had been the dominant power in this region. Compare the Hittite and Assyrian empires by filling in the boxes in the chart.*

|                        | Hittite Empire                                    | Assyrian Empire |
|------------------------|---------------------------------------------------|-----------------|
| 1. Military advantages | Iron weapons, superior chariots                   |                 |
| 2. Location of empire  | Anatolia, Mesopotamia, and northern Syria         |                 |
| 3. Cultural values     | Adapted ideas of advanced cultures they conquered |                 |
| 4. Time span of empire | About 450 years                                   |                 |
| 5. Cause of fall       | Invaders from the north                           |                 |
| 6. Greatest legacy     | Spread of knowledge from iron technology          |                 |

**CHAPTER**  
**4****Section 1****RETEACHING ACTIVITY***The Egyptian and  
Nubian Empires****Determining Main Ideas***

Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

|             |            |                     |
|-------------|------------|---------------------|
| Kush        | Hatshepsut | Meroë               |
| Aksum       | cuneiform  | Piankhi             |
| New Kingdom | Phoenicia  | Ramses II           |
| Nubia       | Assyrians  | Valley of the Kings |
| dynasty     | Hyksos     | Thutmose III        |
| Hammurabi   |            |                     |

1. The Asiatic invaders who ruled Egypt from about 1640 to 1570 B.C. were called \_\_\_\_\_.
2. The time period between about 1570 and 1075 B.C. in Egypt, its third period of glory, was known as the \_\_\_\_\_.
3. \_\_\_\_\_ was a female pharaoh who brought great prosperity to Egypt.
4. \_\_\_\_\_ was a warlike ruler who led a number of victorious invasions into Palestine and Syria and turned Egypt into a mighty empire.
5. Egypt also pushed farther into \_\_\_\_\_, a region of Africa that straddled the upper Nile River.
6. The Egyptians and Hittites made a peace treaty under the reign of Egyptian pharaoh \_\_\_\_\_.
7. The area near Thebes where Egyptian rulers of the New Kingdom built splendid tombs was called \_\_\_\_\_.
8. The Nubian kingdom that interacted heavily with Egypt was \_\_\_\_\_.
9. King \_\_\_\_\_ united the Nile Valley and became part of Egypt's Twenty-fifth Dynasty.
10. The Kushites in Egypt were defeated by a war-like people from Southwest Asia called the \_\_\_\_\_.
11. After being forced out of Egypt, the Kushite royal family moved south to \_\_\_\_\_.
12. Meroë eventually was defeated by another kingdom located 400 miles to the southeast, \_\_\_\_\_.

**CHAPTER**  
**4****Section 2****RETEACHING ACTIVITY** *The Assyrian Empire***Reading Comprehension**

Find the name or term in the second column that best matches the description in the first column. (Note: Sometimes more than one letter may be required.) Then write the letter of your answer(s) in the blank.

- |                                                                                             |                                            |
|---------------------------------------------------------------------------------------------|--------------------------------------------|
| _____ 1. Two means by which Assyria acquired a large empire (two answers)                   | A. Ashurbanipal                            |
| _____ 2. Assyrian king who burned Babylon and ordered its residents killed                  | B. strong military                         |
| _____ 3. Assyrian system of government management                                           | C. local governors and a central authority |
| _____ 4. Capital city of Assyrian culture, the largest city of its day                      | D. hanging gardens of Babylon              |
| _____ 5. Assyrian king who established one of the ancient world's largest libraries         | E. cruelty to enemies                      |
| _____ 6. Assyrian practice that eventually contributed to the downfall of their empire      | F. advanced weapons                        |
| _____ 7. A combined army of these two groups destroyed Assyria's capital city (two answers) | G. Medes                                   |
| _____ 8. Chaldean king who created terraced trees and shrubs for his wife's enjoyment       | H. Sennacherib                             |
| _____ 9. Capital city of Chaldean empire                                                    | I. monarchy                                |
| _____ 10. One of the seven wonders of the ancient world                                     | J. Nebuchadnezzar                          |
| _____ 11. Seven-tiered building in Babylon used by Chaldean priests and astronomers         | K. Chaldeans                               |
|                                                                                             | L. refusal to trade widely                 |
|                                                                                             | M. Babylon                                 |
|                                                                                             | N. Nineveh                                 |
|                                                                                             | O. ziggurat                                |

CHAPTER  
**4**

Section 3

RETEACHING ACTIVITY *The Persian Empire*

***Determining Main Ideas***

Complete the chart below by explaining the definition or significance of each of the following terms and names.

| TERM OR NAME  |   | DEFINITION/SIGNIFICANCE |
|---------------|---|-------------------------|
| 1. Cyrus      | → |                         |
| 2. Cambyses   | → |                         |
| 3. Darius     | → |                         |
| 4. satrap     | → |                         |
| 5. Royal Road | → |                         |
| 6. Zoroaster  | → |                         |

***Summarizing***

7. What were some characteristics of the Persian Empire under Cyrus?

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8. What contributions did Darius make toward the advancement of the Persian Empire?

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**CHAPTER**  
**4****Section 4****RETEACHING ACTIVITY** *The Unification of China****Determining Main Ideas***

Write your answers in the blanks provided.

1. China's most important scholar and teacher whose ideas influenced civilizations throughout East Asia:  
\_\_\_\_\_
2. Chinese belief in respect for parents and ancestors: \_\_\_\_\_
3. A trained civil service who runs the government: \_\_\_\_\_
4. The philosophy of Laozi, who believed that a universal force guides all living things:  
\_\_\_\_\_
5. Belief that a highly efficient and powerful government was the key to ending civil disorder and restoring harmony: \_\_\_\_\_
6. A book of oracles that provided Chinese people with good advice and simple common sense:  
\_\_\_\_\_
7. Two powers that together represent the natural rhythms of life and complement each other:  
\_\_\_\_\_
8. Dynasty that replaced the Zhou Dynasty in China: \_\_\_\_\_
9. "First Emperor" whose military victories doubled China's size and who strengthened and lengthened the Great Wall of China: \_\_\_\_\_
10. A government with unlimited power that it uses in an arbitrary manner:  
\_\_\_\_\_
11. Two improvements that took place under Shi Huangdi: \_\_\_\_\_  
\_\_\_\_\_
12. Dynasty that took over China around 202 B.C.: \_\_\_\_\_



**CHAPTER**  
**5****Section 1****GUIDED READING***Cultures of the  
Mountains and the Sea*

**A. Analyzing Causes and Recognizing Effects** As you read this section, make notes in the chart to explain how each geographic characteristic or historical event influenced the history and culture of early Greek civilization.

| History and Culture                       |  |
|-------------------------------------------|--|
| 1. Location "around" a sea                |  |
| 2. Rugged mountains                       |  |
| 3. Little fertile farmland                |  |
| 4. Moderate climate                       |  |
| 5. Mycenaean adaptation of Minoan culture |  |
| 6. The Trojan War                         |  |
| 7. The collapse of Mycenaean civilization |  |

**B. Determining Main Ideas** On the back of this paper, explain the significance of **myths** and the epics of **Homer** in ancient Greek culture.

CHAPTER  
**5**

## GUIDED READING

*Warring City-States*

## Section 2

**A. Analyzing Causes and Recognizing Effects** As you read about the growth of Greek city-states, answer the questions about events in the time line. (Some dates are approximate.)

|          |                                                     |   |                                                                             |
|----------|-----------------------------------------------------|---|-----------------------------------------------------------------------------|
| 725 B.C. | Sparta conquers Messenia.                           | → | 1. How did Sparta treat the Messenians?                                     |
| 650 B.C. | Spartans put down a revolt by Messenians.           | ↗ | 2. What type of society did Sparta create in response to the revolt?        |
| 621 B.C. | Draco writes the first legal code.                  | ↗ | 3. How did Athenians avoid major political upheavals?                       |
| 594 B.C. | Athenian aristocrats choose Solon to govern.        | ↗ | 4. What economic and political reforms did Solon initiate?                  |
| 500 B.C. | Cleisthenes introduces political reforms in Athens. | ↗ | 5. What steps did Cleisthenes take to create a limited democracy in Athens? |
| 490 B.C. | Athenians defeat Persians in battle at Marathon.    | ↗ | 6. What advantages did the Greek soldiers have over the Persians?           |
| 479 B.C. | Greeks defeat remaining Persian army.               | ↘ | 7. What were the consequences of the Persian Wars?                          |

**B. Determining Main Ideas** On the back of this paper, explain the relationship between the **polis** and **monarchy**, **aristocracy**, **oligarchy**, **tyrants**, and **democracy**.

**CHAPTER**  
**5****Section 3****GUIDED READING** *Democracy and Greece's Golden Age*

**A. Summarizing** As you read this section, take notes to answer questions about Athens' golden age.

**Pericles had three goals for Athens.**

|                                           |                                                                              |
|-------------------------------------------|------------------------------------------------------------------------------|
| 1. How did Pericles strengthen democracy? | 2. What steps did Pericles take to strengthen the empire and glorify Athens? |
|-------------------------------------------|------------------------------------------------------------------------------|

**The Greeks invented drama.**

|                                              |                                                                                    |
|----------------------------------------------|------------------------------------------------------------------------------------|
| 3. What themes were common in Greek tragedy? | 4. What do the themes of Greek comedies suggest about the men and women of Athens? |
|----------------------------------------------|------------------------------------------------------------------------------------|

**Greek philosophers search for truth.**

|                                                  |                                                 |
|--------------------------------------------------|-------------------------------------------------|
| 5. What was Plato's vision of the ideal society? | 6. What is the philosophic legacy of Aristotle? |
|--------------------------------------------------|-------------------------------------------------|

**B. Analyzing Causes and Recognizing Effects** On the back of this paper, briefly explain the causes and consequences of the **Peloponnesian War**.

CHAPTER

5

GUIDED READING

Alexander's Empire

Section 4

**A. Analyzing Causes and Recognizing Effects** As you read about the empire building of Alexander, note the goals and results of some of his actions.

| Action(s)                                                                 | Goal(s) | Result(s) |
|---------------------------------------------------------------------------|---------|-----------|
| 1. Led soldiers across Hellespont into Anatolia                           |         |           |
| 2. Launched surprise attack against Persians near Issus                   |         |           |
| 3. Rejected Darius' peace settlement of all lands west of Euphrates River |         |           |
| 4. Launched a phalanx attack followed by a cavalry charge at Gaugamela    |         |           |
| 5. Led army into Indus Valley                                             |         |           |

**B. Drawing Conclusions** On the back of this paper, explain how **Philip II** and **Demosthenes** are linked in the history of classical Greece.

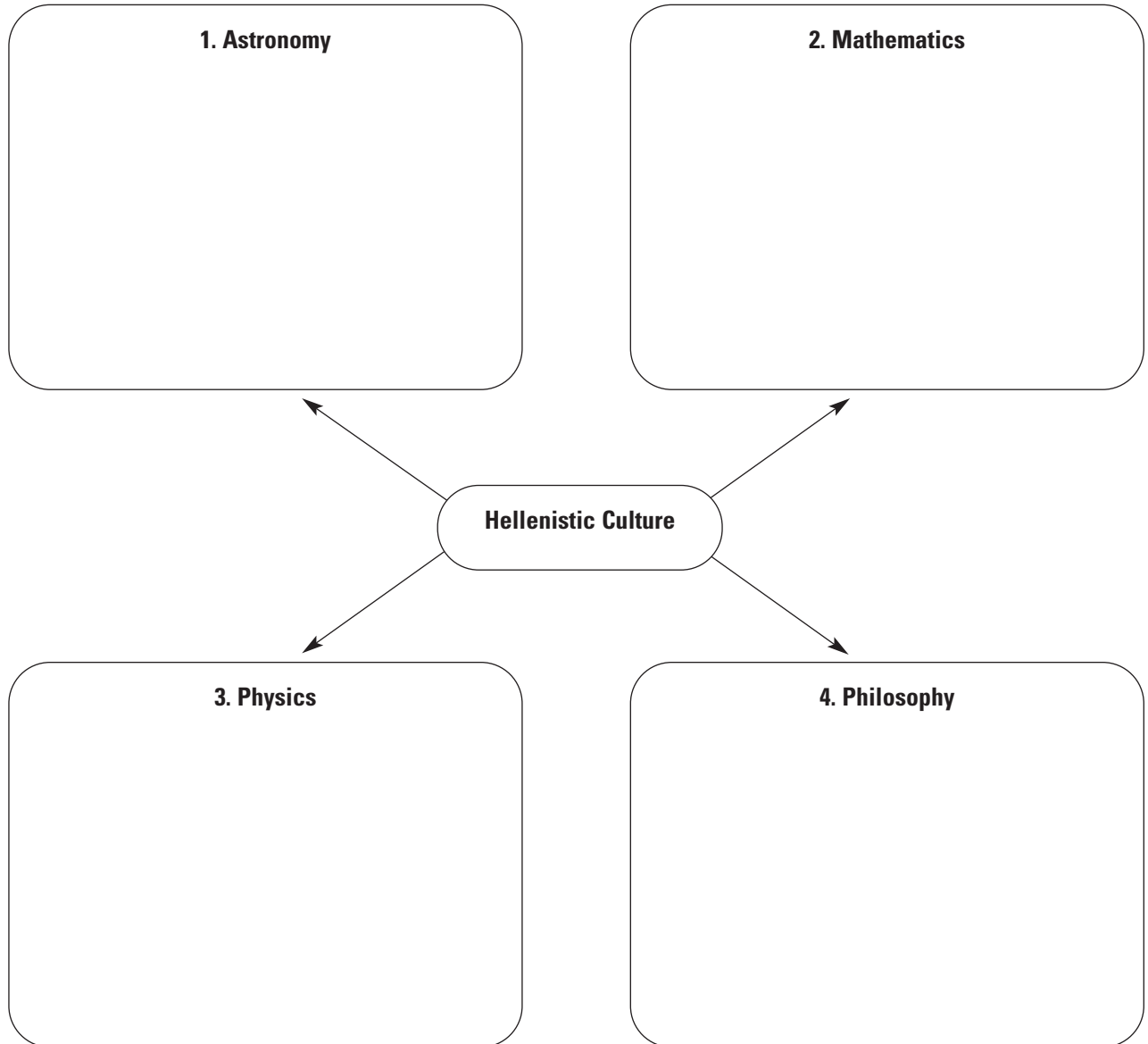
CHAPTER  
**5**

Section 5

GUIDED READING

*The Spread of  
Hellenistic Culture*

**A. Summarizing** As you read this section, fill in the diagram by listing the achievements of Hellenistic scholars and philosophers.



**B. Clarifying** Define **Hellenistic** and explain how **Alexandria** became a center of Hellenistic culture.



## BUILDING VOCABULARY

*Classical Greece*

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. Athens developed a form of government in which the people rule, which is called (a) aristocracy (b) democracy (c) oligarchy.
2. The Greeks often explained a mystery of nature through a traditional story called a (a) myth (b) tragedy (c) comedy.
3. The Greek epic the *Iliad* was written by (a) Socrates (b) Aristotle (c) Homer.
4. The form of government in which a king rules is called (a) monarchy (b) aristocracy (c) direct democracy.
5. The Greek philosopher whose work provided the basis of the scientific method used today was (a) Socrates (b) Plato (c) Aristotle.
6. The blending of Greek culture with Egyptian, Persian, and Indian influences formed a culture known as (a) Mycenaean (b) Hellenistic (c) Dorian.

**B. Completion** Select the term or name that best completes the sentence.

epic  
polis  
Plato

acropolis  
tragedy  
comedy

Alexander the Great  
Darius III  
Euclid

1. The Macedonian king who conquered the Persian Empire and promoted a blend of Greek and Eastern customs was \_\_\_\_\_.
2. A long narrative poem that celebrates heroic deeds is called an \_\_\_\_\_.
3. A serious drama about such common themes as love, hate, war, or betrayal is called a \_\_\_\_\_.
4. The fundamental political unit in ancient Greece was the city-state, or \_\_\_\_\_.
5. The Greek philosopher who wrote *The Republic* was \_\_\_\_\_.
6. A Hellenistic mathematician whose work forms the basis for present-day courses in geometry was \_\_\_\_\_.

**C. Writing** Write a comparison-contrast essay on the causes and results of the following wars.

Trojan War      Persian Wars      Peloponnesian War



**CHAPTER**  
**5**  
**Section 3**

**SKILLBUILDER PRACTICE** *Analyzing Motives*

*When you analyze motives, you examine the reasons why a person, group, or government took a particular action. These reasons can be rooted in the needs, emotions, experiences, or goals of the person or group. The passage below is from a funeral oration delivered by Pericles in honor of Athenian soldiers. As you read, keep in mind Pericles' goals for Athens—to strengthen Athenian democracy, to hold and strengthen the empire, and to glorify Athens. Then answer the questions that follow. (See Skillbuilder Handbook)*

But before I praise the dead, I should like to point out by what principles of action we rose to power, and under what institutions and through what manner of life our empire became great. . . .

Our form of government does not enter into rivalry with the institutions of others. We do not copy our neighbors, but are an example to them.

It is true that we are called a democracy, for the administration is in the hands of the many and not of the few. . . .

And we have not forgotten to provide for our weary spirits many relaxations from toil. . . .

Because of the greatness of our city the fruits of the whole earth flow in upon us; so that we enjoy the goods of other countries as freely as our own.

Then, again, our military training is in many respects superior to that of our adversaries. . . . And in the matter of education, whereas they from early youth are always undergoing laborious exercises which are to make them brave, we live at ease, and yet are equally ready to face the perils which they face. . . . [W]e can be as brave as those who never allow themselves to rest; and thus too our city is equally admirable in peace and in war.

*from Thucydides, History of the Peloponnesian War; translated by Benjamin Jowett.*

1. The purpose of Pericles' speech was to honor those who had died in the early campaigns of the Peloponnesian War. What might have been his motives in speaking first of how Athens became a great empire?

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2. a. Why do you think Pericles referred to the Spartans without once mentioning them by name?

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- b. What probably were Pericles' motives in comparing Athens and Sparta? \_\_\_\_\_

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3. How do you think Pericles' goals for Athens affected the content and tone of his funeral oration?

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## CHAPTER

## 5

## GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION

*The Peloponnesian War*

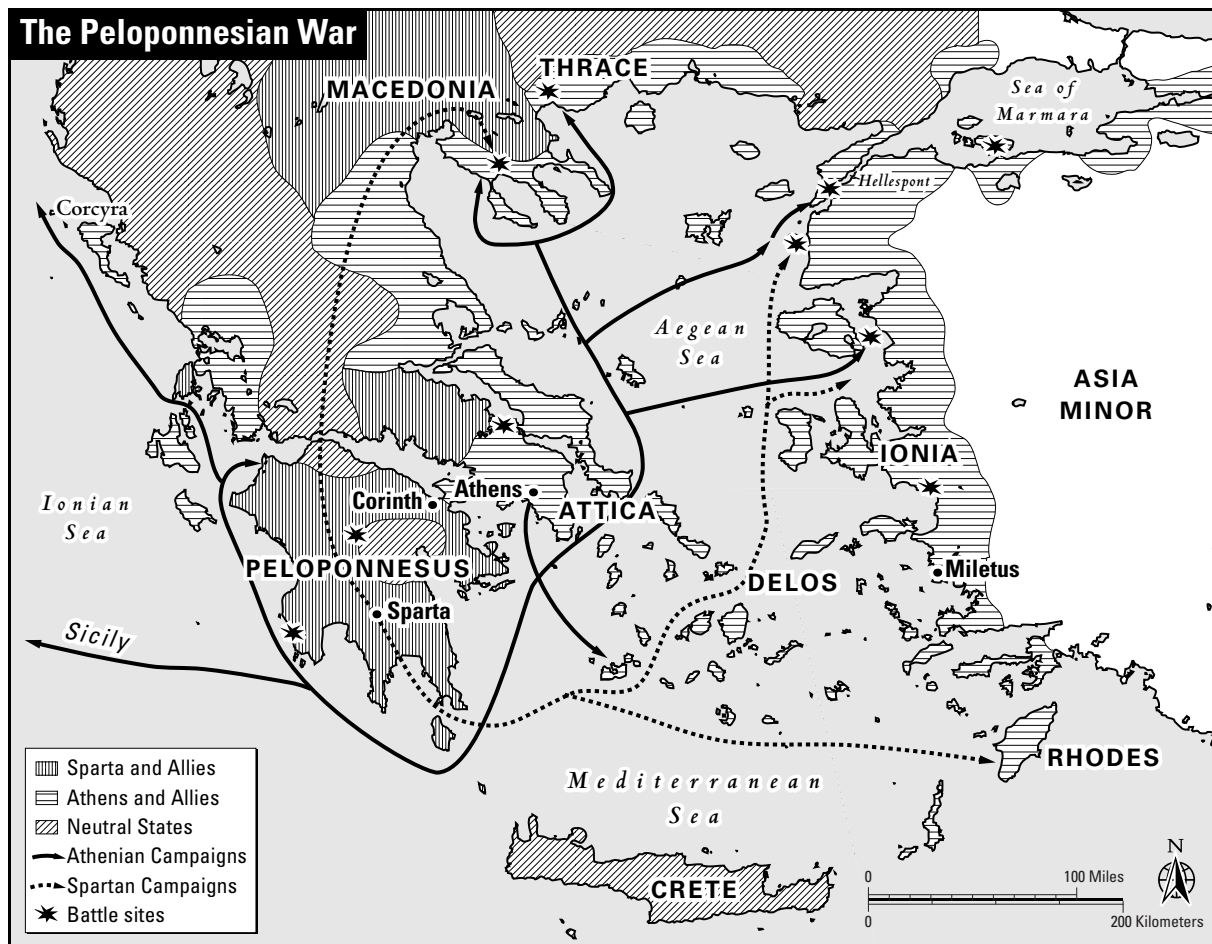
## Section 3

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

The two Greek city-states of Sparta and Athens maintained an uneasy existence in the fifth century B.C. Spartan discipline, militarism, and aristocratic rule were in direct opposition to creative, vibrant, and democratic Athens.

The immediate cause of the Peloponnesian War was Athenian expansion onto the island of Corcyra in 431 B.C., which threatened the Spartan ally of Corinth. The coastal city of Athens, without a strong army, used its navy to raid the Spartan coast, supply the city of Athens, and maintain contact with its allies. On the other hand, the landlocked Spartans

ravaged the countryside with their army, forcing the Athenians to hide within their city walls. A truce was finally arranged in 421 B.C. after ten indecisive years. However, Athens broke the peace in 415 B.C. with a poorly planned attack on Syracuse, a Spartan ally located on the island of Sicily. The invasion failed miserably, and the Spartans, with their new ally of Persia, eventually forced the surrender of Athens in 404 B.C. The entire Greek world, though, felt the loss as the Greek city-states began a continuous period of decline.



**Interpreting Text and Visuals**

1. Name the three bodies of water that form the backdrop for the Spartan and Athenian campaigns.

\_\_\_\_\_

2. Compare the positioning of Athens and its allies to that of Sparta and its allies. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Which city-state seemed to have the geographical advantage? Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Does Athens or Sparta have more geographic area on the map? \_\_\_\_\_

5. Which city-state appears to control the Greek peninsula? \_\_\_\_\_

\_\_\_\_\_

6. Why was this war called the Peloponnesian War? \_\_\_\_\_

\_\_\_\_\_

7. How do the arrows indicating Athenian campaigns reflect their overall strategy for the war?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PRIMARY SOURCE *from The History of Herodotus*

### Section 2

*Herodotus, who is often regarded as the first historian, was a Greek scholar who lived in the fifth century B.C. In this passage he describes the battle of Marathon, waged between the Persians (whom Herodotus sometimes refers to as Medes) and the Greeks in 490 B.C. during the Persian Wars. Miltiades, one of ten Greek generals, has persuaded the other generals to fight the Persians at once, although some generals wanted to avoid battle when the Persians so greatly outnumbered the Greeks. As you read this excerpt, think about why the outnumbered Greeks defeated the Persians.*

111. Then at length, when his [Miltiades'] own turn was come, the Athenian battle was set in array, and this was the order of it. Callimachus the Polemarch led the right wing; for it was at that time a rule with the Athenians to give the right wing to the Polemarch. After this followed the tribes, according as they were numbered, in an unbroken line; while last of all came the Plataeans, forming the left wing. And ever since that day it has been a custom with the Athenians, in the sacrifices and assemblies held each fifth year at Athens, for the Athenian herald to implore the blessing of the gods on the Plataeans conjointly with the Athenians. Now, as they marshalled [arranged in battle order] the host upon the field of Marathon, in order that the Athenian front might be of equal length with the Median, the ranks of the centre were diminished, and it became the weakest part of the line, while the wings were both made strong with depth of many ranks.

112. So when the battle was set in array, and the victims showed themselves favourable, instantly the Athenians, so soon as they were let go, charged the barbarians at a run. Now the distance between the two armies was little short of eight furlongs [less than one mile]. The Persians, therefore, when they saw the Greeks coming on at speed, made ready to receive them, although it seemed to them that the Athenians were bereft of their senses, and bent upon their own destruction; for they saw a mere handful of men coming on at a run without either horsemen or archers. Such was the opinion of the barbarians; but the Athenians in close array fell upon them, and fought in a manner worthy of being recorded. They were the first of the Greeks, so far as I know, who introduced the custom of charging the enemy at a run, and they were likewise the first who dared to look upon the Median garb, and to face men clad in that fashion. Until this time the very name of the Medes had been a

terror to the Greeks to hear.

113. The two armies fought together on the plain of Marathon for a length of time; and in the mid battle, where the Persians themselves and the Sacæ had their place, the barbarians were victorious, and broke and pursued the Greeks into the inner country; but on the two wings the Athenians and the Plataeans defeated the enemy. Having so done, they suffered the routed [defeated] barbarians to fly at their ease, and joining the two wings in one, fell upon those who had broken their own centre, and fought and conquered them. These likewise fled, and now the Athenians hung upon the runaways and cut them down, chasing them all the way to the shore, on reaching which they laid hold of the ships and called aloud for fire.

114. It was in the struggle here that Callimachus the Polemarch, after greatly distinguishing himself, lost his life; Stesilaüs too, the son of Thrasilaüs, one of the generals, was slain; and Cynægirus, the son of Euphorion, having seized on a vessel of the enemy's by the ornament at the stern, had his hand cut off by the blow of an axe, and so perished; as likewise did many other Athenians of note and name.

*from George Rawlinson, trans., The History of Herodotus (Chicago: Encyclopædia Britannica, 1952), 207–208.*

## Discussion Questions

1. **Making Inferences** Who joined the Athenians to fight the Persians at the battle of Marathon?
2. **Clarifying** According to this account, what famous Greeks died in the battle?
3. **Drawing Conclusions** Why do you think the Greeks defeated the Persians in this battle?

## PRIMARY SOURCE **Plague in Athens** by Thucydides

### Section 3

*Thucydides, an Athenian historian, fought in the Peloponnesian War between Athens and Sparta. After being exiled by the Athenians following a particularly costly defeat, Thucydides spent the next 20 years writing a history of the war. This excerpt from his History describes an outbreak of an unidentified disease that caused a deadly plague in Athens in 430 B.C., at the height of the war.*

The disease began, it is said, in Ethiopia beyond Egypt, and then descended into Egypt and Libya and spread over the greater part of the King's territory. Then it suddenly fell upon the city of Athens, and attacked first the inhabitants of the Peiraeus . . . I shall describe its actual course, explaining the symptoms, from the study of which a person should be best able, having knowledge of it beforehand, to recognize it if it should ever break out again. For I had the disease myself and saw others sick of it.

That year, as was agreed by all, happened to be unusually free from disease so far as regards the other maladies; but if anyone was already ill of any disease all terminated in this. In other cases from no obvious cause, but suddenly and while in good health, men were seized first with intense heat of the head, and redness and inflammation of the eyes, and the parts inside the mouth, both the throat and the tongue, immediately became blood-red and exhaled an unnatural and fetid breath. In the next stage sneezing and hoarseness came on, and in a short time the disorder descended to the chest, attended by severe coughing. And when it settled in the stomach, that was upset, and vomits of bile of every kind named by physicians ensued, these also attended by great distress; and in most cases ineffectual retching followed producing violent convulsions, which sometimes abated [lessened] directly, sometimes not until long afterwards. . . . They were also beset by restlessness and sleeplessness which never abated. And the body was not wasted while the disease was at its height, but resisted surprisingly the ravages of the disease, so that when the patients died, as most of them did on the seventh or ninth day from the internal heat, they still had some strength left; or, if they passed the crisis, the disease went down into the bowels, producing there a violent ulceration, and at the same time an acute diarrhoea set in, so that in this

later stage most of them perished through weakness caused by it. . . . And the most dreadful thing about the whole malady was not only the despondency of the victims, when they once became aware that they were sick, for their minds straightway yielded to despair and they gave themselves up for lost instead of resisting, but also the fact that they became infected by nursing one another and died like sheep. . . . Bodies of dying men lay one upon another, and half-dead people rolled about in the streets and, in their longing for water, near all the fountains. The temples, too, in which they had quartered themselves were full of the corpses of those who had died in them; for the calamity which weighed upon them was so overpowering that men, not knowing what was to become of them, became careless of all law, sacred as well as profane. . . . And many resorted to shameless modes of burial because so many members of their households had already died that they lacked the proper funeral materials. Resorting to other people's pyres, some, anticipating those who had raised them, would put on their own dead and kindle the fire; others would throw the body they were carrying upon one which was already burning and go away.

from C.F. Smith, trans., *History* by Thucydides (Loeb, 1919). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon, 1987), 1–2.

### Activity Options

1. **Summarizing** Imagine that you have been asked to prepare a health bulletin to inform Athenians about this deadly disease. List possible symptoms in the order in which they occur.
2. **Making Generalizations** Invite a physician or another health professional in your community to speak to the class about possible causes of this disease and how Athenians might have prevented its spread.

CHAPTER  
**5**

## Section 1

**PRIMARY SOURCE** *from The Republic*  
by Plato

*Plato, a Greek philosopher and writer, lived in Athens during its golden age. Much of his work takes the form of a dialogue between two or more people. In this excerpt from Plato's most famous work, The Republic, the Greek philosopher Socrates and Plato's older brother Glaucon hold a conversation about the ideal statesman. According to Plato, why should philosophers run the government?*

### *The Philosopher's Fitness to Rule*

So at last, Glaucon, after this long and weary way, we have come to see who are the philosophers and who are not.

I doubt if the way could have been shortened. Apparently not. I think, however, that we might have gained a still clearer view, if this had been the only topic to be discussed; but there are so many others awaiting us, if we mean to discover in what ways the just life is better than the unjust. Which are we to take up now?

Surely the one that follows next in order. Since the philosophers are those who can apprehend the eternal and unchanging, while those who cannot do so, but are lost in the mazes of multiplicity and change, are not philosophers, which of the two ought to be in control of a state?

I wonder what would be a reasonable solution. To establish as Guardians whichever of the two appear competent to guard the laws and ways of life in society.

True.

Well, there can be no question whether a guardian who is to keep watch over anything needs to be keen-sighted or blind. And is not blindness precisely the condition of men who are entirely cut off from knowledge of any reality, and have in their soul no clear pattern of perfect truth, which they might study in every detail and constantly refer to, as a painter looks at his model, before they proceed to embody notions of justice, honour, and goodness in earthly institutions or, in their character of Guardians, to preserve such institutions as already exist?

Certainly such a condition is very like blindness. Shall we, then, make such as these our Guardians in preference to men who, besides their knowledge of realities, are in no way inferior to them in experience and in every excellence of character?

It would be absurd not to choose the philosophers,

whose knowledge is perhaps their greatest point of superiority, provided they do not lack those other qualifications.

What we have to explain, then, is how those qualifications can be combined in the same persons with philosophy.

Certainly.

The first thing, as we said at the outset, is to get a clear view of their inborn disposition. When we are satisfied on that head, I think we shall agree that such a combination of qualities is possible and that we need look no further for men fit to be in control of a commonwealth. One trait of the philosophic nature we may take as already granted: a constant passion for any knowledge that will reveal to them something of that reality which endures for ever and is not always passing into and out of existence. And, we may add, their desire is to know the whole of that reality; they will not willingly renounce any part of it as relatively small and insignificant, as we said before when we compared them to the lover and to the man who covets honour.

True.

Is there not another trait which the nature we are seeking cannot fail to possess—truthfulness, a love of truth and a hatred of falsehood that will not tolerate untruth in any form?

Yes, it is natural to expect that.

It is not merely natural, but entirely necessary that an instinctive passion for any object should extend to all that is closely akin to it; and there is nothing more closely akin to wisdom than truth. So the same nature cannot love wisdom and falsehood; the genuine lover of knowledge cannot fail, from his youth up, to strive after the whole of truth.

I perfectly agree.

Now we surely know that when a man's desires set strongly in one direction, in every other channel they flow more feebly, like a stream diverted into another bed. So when the current has set towards knowledge and all that goes with it, desire will



abandon those pleasures of which the body is the instrument and be concerned only with the pleasure which the soul enjoys independently—if, that is to say, the love of wisdom is more than a mere pretence. Accordingly, such a one will be temperate and no lover of money; for he will be the last person to care about the things for the sake of which money is eagerly sought and lavishly spent.

That is true.

Again, in seeking to distinguish the philosophic nature, you must not overlook the least touch of meanness. Nothing could be more contrary than pettiness to a mind constantly bent on grasping the whole of things, both divine and human.

Quite true.

And do you suppose that one who is so high-minded and whose thought can contemplate all time and all existence will count this life of man a matter of much concern?

No, he could not.

So for such a man death will have no terrors.

None.

A mean and cowardly nature, then, can have no part in the genuine pursuit of wisdom.

I think not.

And if a man is temperate and free from the love of money, meanness, pretentiousness, and cowardice, he will not be hard to deal with or dishonest. So, as another indication of the philosophic temper, you will observe whether, from youth up, he is fair-minded, gentle, and sociable.

Certainly.

Also you will not fail to notice whether he is quick or slow to learn. No one can be expected to take a reasonable delight in a task in which much painful effort makes little headway. And if he cannot retain what he learns, his forgetfulness will leave no room in his head for knowledge; and so, having all his toil for nothing, he can only end by hating himself as well as his fruitless occupation. We must not, then, count a forgetful mind as competent to pursue wisdom; we must require a good memory.

By all means.

Further, there is in some natures a crudity and awkwardness that can only tend to a lack of measure and proportion; and there is a close affinity [attraction or kinship] between proportion and truth.

Hence, besides our other requirements, we shall look for a mind endowed with measure and grace, which will be instinctively drawn to see every reality in its true light.

Yes.

Well then, now that we have enumerated the qualities of a mind destined to take its full part in the apprehension of reality, have you any doubt about their being indispensable and all necessarily going together?

None whatever.

Then have you any fault to find with a pursuit which none can worthily follow who is not by nature quick to learn and to remember, magnanimous [unselfish] and gracious, the friend and kinsman of truth, justice, courage, temperance?

No. . . .

Well then, when time and education have brought such characters as these to maturity, would you entrust the care of your commonwealth to anyone else?

from Francis Cornford, trans., *The Republic of Plato* (London: Oxford University Press, 1974), 189–192.

## Activity Options

1. **Determining Main Ideas** With a partner, role-play a conversation between Socrates and Glaucon about why philosophers should control the government.
2. **Drawing Conclusions** List qualities of an ideal statesman according to this excerpt. Then decide whether Pericles fits the description of an ideal ruler based on what you have read about him.
3. **Analyzing Issues** Discuss with your classmates which political leaders in countries around the world today best exemplify Plato's ideal ruler.





CHAPTER  
5  
Section 3

PRIMARY SOURCE *from Politics*  
by Aristotle

*The Greek philosopher Aristotle (384–322 B.C.) spent 20 years at Plato’s Academy. He eventually started his own school and tutored Alexander until his royal student became the king of Macedonia. Aristotle wrote influential books on many different topics, including biology, rhetoric, poetry, and politics. As you read this passage from Book IV of Aristotle’s Politics, think about how he uses logic to arrive at definitions of two principal forms of government that existed in ancient Greece.*

One should not regard democracy, in the way some are now accustomed to do, as being simply where the multitude is in control (for, in fact, both in oligarchies and everywhere else, the greater part is in control), nor should one regard oligarchy as being where few have control over the regime. For if the whole number were 1,300, and 1,000 of these were rich but gave no share in rule to the 300 who, though free and similar in other respects, were poor, no one would say that they were running a democracy. Likewise too, if the poor were few but stronger than the well-off, who were more numerous, no one would call such a regime an oligarchy if the others, though wealthy, had no share in the honors. It should, then, rather be said that popular rule is when the free are in control and oligarchy is when the rich are; but it happens that the first are many and the second few, since many are free and few are rich. For otherwise there would be an oligarchy if offices were distributed according to size, as some say is the case in Ethiopia, or according to beauty, because the beautiful and the tall are few in number.

Yet it is not even enough to distinguish these regimes by these criteria alone. Rather, since there are several parts to the populace and to oligarchy, it is necessary to grasp further that neither would there be popular rule if the free who were few were ruling over those who were a majority and not

free (as, for example, in Apollonia on the Ionian Gulf and in Thera, for in each of these cities the honors belonged to those who, though few among many, were superior in good birth and had got first possession of the colonies), nor would there be popular rule if the rich were superior in numbers (as, for example, in Colophon long ago, for there the majority had acquired much substance before the war against the Lydians). But it is democracy when the free and needy who are the majority have control of rule, and it is oligarchy when the rich and better born who are few have control.

*from The Politics of Aristotle, Peter L. Phillips Simpson, trans. (Chapel Hill, North Carolina: The University of North Carolina Press: 1997), 175–176.*

## Discussion Questions

1. **Summarizing** Greek city-states adopted several different forms of government—monarchy, aristocracy, oligarchy, and direct democracy. Which two forms does Aristotle discuss in this passage?
2. **Clarifying** What two criteria did Aristotle use to describe the difference between these two forms of government?
3. **Drawing Conclusions** Which definition best describes the form of government that exists in the United States today? Explain your answer.

CHAPTER  
**5**

Section 1

LITERATURE SELECTION *from Odysseus*  
by Homer

*The Odyssey, the second of Homer's epics, tells the story of Odysseus and his ten-year journey home from the Trojan War after taking part in a ten-year siege of Troy by the Greeks. In this excerpt, Odysseus, disguised as a beggar, is reunited with his wife Penelope after killing all of his rivals who wanted to marry her. To the annoyance of their son Telemachus, Penelope refuses to believe that Odysseus has returned. As you read, think about how Penelope is finally persuaded of her husband's identity.*

Penelope spoke, and came down from the chamber, her heart pondering much, whether to keep away and question her dear husband, or to go up to him and kiss his head, taking his hands. But then, when she came in and stepped over the stone threshold,  
5 she sat across from him in the firelight, facing Odysseus, by the opposite wall, while he was seated by the tall pillar, looking downward, and waiting to find out if his majestic wife would have anything to say to him, now that she saw him. She sat a long time in silence, and her heart was wondering.  
10 Sometimes she would look at him, with her eyes full upon him, and again would fail to know him in the foul clothing he wore. Telemachos spoke to her and called her by name and scolded her: "My mother, my harsh mother with the hard heart inside you, why do you withdraw so from my father, and do not  
15 sit beside him and ask him questions and find out about him? No other woman, with spirit as stubborn as yours, would keep back as you are doing from her husband who, after much suffering, came at last in the twentieth year back to his own country. But always you have a heart that is harder than stone within you."  
20 Circumspect [wise; careful] Penelope said to him in answer: "My child, the spirit that is in me is full of wonderment, and I cannot find anything to say to him, nor question him, nor look him straight in the face. But if he is truly Odysseus, and he has come home, then we shall find other ways, and better,  
25 to recognize each other, for we have signs that we know of between the two of us only, but they are secret from others." So she spoke, and much-enduring noble Odysseus smiled, and presently spoke in winged words to Telemachos: "Telemachos, leave your mother to examine me in the palace  
30 as she will, and presently she will understand better; but now that I am dirty and wear foul clothing upon me, she dislikes me for that, and says I am not her husband. But let us make our plans how all will come out best for us. For when one has killed only one man in a community,  
35 and then there are not many avengers to follow, even so, he flees into exile, leaving kinsmen and country. But we have killed what held the city together, the finest young men in Ithaka. It is what I would have you consider." Then the thoughtful Telemachos said to him in answer:

- 40 “You must look to this yourself, dear father; for they say  
you have the best mind among men for craft, and there is  
no other man among mortal men who can contend with you.  
We shall follow you eagerly; I think that we shall not  
come short in warcraft, in so far as the strength stays with us.”
- 45 Then resourceful Odysseus spoke in turn and answered him:  
“So I will tell you the way of it, how it seems best to me.  
First, all go and wash, and put your tunics upon you,  
and tell the women in the palace to choose out their clothing.  
Then let the inspired singer take his clear-sounding lyre,  
50 and give us the lead for festive dance, so that anyone  
who is outside, some one of the neighbors, or a person going  
along the street, who hears us, will think we are having a wedding.  
Let no rumor go abroad in the town that the suitors  
have been murdered, until such time as we can make our way  
55 out to our estate with its many trees, and once there  
see what profitable plan the Olympian shows us.”  
So he spoke, and they listened well to him and obeyed him.  
First they went and washed, and put their tunics upon them,  
and the women arrayed themselves in their finery, while the inspired  
60 singer took up his hollowed lyre and stirred up within them  
the impulse for the sweetness of song and the stately dancing.  
Now the great house resounded aloud to the thud of their footsteps,  
as the men celebrated there, and fair-girdled women;  
and thus would a person speak outside the house who heard them:  
65 “Surely now someone has married our much-sought-after  
queen; hard-hearted, she had no patience to keep the great house  
for her own wedded lord to the end, till he came back to her.”  
So would a person speak, but they did not know what had happened.  
Now the housekeeper Eurynome bathed great-hearted  
70 Odysseus in his own house, and anointed him with olive oil,  
and threw a beautiful mantle and a tunic about him;  
and over his head Athene suffused [spread over] great beauty, to make him  
taller to behold and thicker, and on his head she arranged  
the curling locks that hung down like hyacinthine petals.  
75 And as when a master craftsman overlays gold on silver,  
and he is one who was taught by Hephaistos [Greek god of fire] and Pallas Athene  
in art complete, and grace is on every work he finishes;  
so Athene gilded with grace his head and his shoulders.  
Then, looking like an immortal, he strode forth from the bath,  
80 and came back then and sat on the chair from which he had risen,  
opposite his wife, and now he spoke to her, saying:  
“You are so strange. The gods, who have their homes on Olympus,  
have made your heart more stubborn than for the rest of womankind.  
No other woman, with spirit as stubborn as yours, would keep back  
85 as you are doing from her husband who, after much suffering,  
came at last in the twentieth year back to his own country.  
Come then, nurse, make me up a bed, so that I can use it  
here; for this woman has a heart of iron within her.”  
Circumspect Penelope said to him in answer:  
90 “You are so strange. I am not being proud, nor indifferent,

nor puzzled beyond need, but I know very well what you looked like when you went in the ship with the sweeping oars, from Ithaka. Come then, Eurykleia, and make up a firm bed for him outside the well-fashioned chamber: that very bed that he himself  
 95 built. Put the firm bed here outside for him, and cover it over with fleeces and blankets, and with shining coverlets.” So she spoke to her husband, trying him out, but Odysseus spoke in anger to his virtuous-minded lady:  
 “What you have said, dear lady, has hurt my heart deeply. What man  
 100 has put my bed in another place? But it would be difficult for even a very expert one, unless a god, coming to help in person, were easily to change its position. But there is no mortal man alive, no strong man, who lightly could move the weight elsewhere. There is one particular feature  
 105 in the bed’s construction. I myself, no other man, made it. There was the bole of an olive tree with long leaves growing strongly in the courtyard, and it was thick, like a column. I laid down my chamber around this, and built it, until I finished it, with close-set stones, and roofed it well over,  
 110 and added the compacted doors, fitting closely together. Then I cut away the foliage of the long-leaved olive, and trimmed the trunk from the roots up, planing it with a brazen adze [axe-like tool], well and expertly, and trued it straight to a chalkline, making a bed post of it, and bored all holes with an auger.  
 115 I began with this and built my bed, until it was finished, and decorated it with gold and silver and ivory. Then I lashed it with thongs of oxhide, dyed bright with purple. There is its character, as I tell you; but I do not know now, dear lady, whether my bed is still in place, or if some man  
 120 has cut underneath the stump of the olive, and moved it elsewhere.” So he spoke, and her knees and the heart within her went slack as she recognized the clear proofs that Odysseus had given; but then she burst into tears and ran straight to him, throwing her arms around the neck of Odysseus, and kissed his head, saying:  
 125 “Do not be angry with me, Odysseus, since, beyond other men, you have the most understanding. The gods granted us misery, in jealousy over the thought that we two, always together, should enjoy our youth, and then come to the threshold of old age. Then do not now be angry with me nor blame me, because  
 130 I did not greet you, as I do now, at first when I saw you. For always the spirit deep in my very heart was fearful that some one of mortal men would come my way and deceive me with words. For there are many who scheme for wicked advantage.

from Richmond Lattimore, trans., *The Iliad and the Odyssey of Homer*. Reprinted in *Great Books of the Western World* (Chicago: Encyclopædia Britannica, 1993), 524–528.

## Discussion Questions

1. **Recognizing Effects** How does Penelope respond before she is sure that Odysseus is her husband?

2. **Clarifying** What proof does Odysseus give that he is Penelope’s husband?
3. **Drawing Conclusions** Based on your reading of this excerpt, what kind of person do you think Penelope is?

**CHAPTER**  
**5****HISTORYMAKERS****Sophocles**  
*Author of the Human Drama***Section 3**

*"Many are the wonders of the world, but none is more wonderful than man."*  
—Sophocles, *Antigone*

The great playwright Sophocles was born just before the Greek city-states faced the challenge of the Persian invasions. He lived through the golden age of Athens, when that city gave birth to a flowering of art, architecture, literature, and philosophy. The plays he wrote—only a few of which survive—put a new stamp on theater and influenced drama in the Western world for centuries.

Sophocles was born to a successful manufacturer of weapons in the town of Colonus, near Athens. When Sophocles was six years old, the Persians invaded Greece but met defeat in the famous Battle of Marathon. Just ten years later, the Greeks won another great victory when they destroyed the Persian fleet at Salamis. The young Sophocles led the chorus that sang a song of victory to mark this triumph.

By age 28, Sophocles had written at least one play, which he entered in an annual drama competition against Aeschylus. That playwright was almost 30 years older than Sophocles and his reputation was already established. Nevertheless, the judges found the play of Sophocles superior, and he won first prize. It was not the last time he would be honored in this way. Throughout his life, he won 18 first prizes and many second prizes, but never anything lower.

Sophocles played an active role in Athenian life. He was a close friend of the politician Pericles, the philosopher Socrates, and the historian Herodotus. He took part in the political life of Athens, serving once as treasurer and twice as a general. He also acted as a priest to one god and founded a shrine to another god. While these activities contributed to the civic life of Athens, they are not Sophocles' main claim to fame.

His major achievement was the writing of about 125 tragic plays. Unfortunately, only seven still survive in complete form. It is from those plays, the few fragments that survived, and the comments of his contemporaries that Sophocles is known as one of the world's major dramatists. His most well-known works are the plays *Antigone*, *Oedipus Rex*, *Electra*,

and *Oedipus at Colonus*. *Antigone* and *Electra* are especially notable as the first plays to portray heroic women.

Before Sophocles, Greek theater was dominated by the work of Aeschylus. Plays were built around a chorus that commented on the action, which was dramatized by two characters at a time. The characters and members of the chorus all wore masks, and the Greek gods played major roles.

Sophocles began working in this style but eventually pointed the theater in new directions. He made the masks more expressive, enhancing the effect of his productions. He also added painted scenery to provide a more interesting setting for the action. Most important, he introduced a third character to the plays. This step allowed him to explore more complex human interactions.

That change went to the heart of Sophocles' drama. He was the founder of theater that explored the human condition. The gods play a role in his works, but not prominently. The action arises directly from the nature of the human characters. Sophocles' writing shows a person in crisis—often a crisis that arises directly from that person's identity. His characters suffer great pain as they wrestle with difficult questions of life: What is fate? What is justice? Each major character, though, must face personal responsibility for his or her actions. By watching them confront this crisis, the audience learns something essential about what it is to be a human being.

## Questions

1. **Determining Main Ideas** How does the quotation from Sophocles at the top of the page relate to his approach to drama?
2. **Making Inferences** Sophocles was active in many aspects of Athenian life. What does that suggest about the Athenian view of citizenship?
3. **Drawing Conclusions** How did the changes that Sophocles made to theatrical practice add to the impact of his plays?



CHAPTER  
**5**

## HISTORYMAKERS

## Archimedes

*Genius of Legend, Genius in Fact*

## Section 5

*"Give me a place to stand on, and I can move the earth."—Archimedes explaining the use of levers and pulleys*

Thinker and creative genius, the Greek mathematician Archimedes was famous in the ancient world for his inventions. He created devices used in peace and weapons used in war. He also did some important work that advanced mathematics. Many colorful legends arose about him—and many of them can be dismissed. Yet they cannot detract from his numerous accomplishments.

Archimedes's interest in science and mathematics should not be surprising. His father was an astronomer, which at the time was seen as a branch of mathematics. Archimedes was born around 287 B.C. in Syracuse, Sicily, a Greek colony. He studied for a while in Alexandria at the school founded by Euclid, another great Greek mathematician. Archimedes lived the rest of his life in Syracuse. In mathematics Archimedes explored many different ideas. For example, he tried to find the volume or area of a variety of geometric shapes, such as circles, cones, spheres, and cylinders. In this work, he used ratios to find the area of these figures.

Archimedes often performed tasks on behalf of Hieron, the king of Syracuse. One story says that the king gave a goldsmith a quantity of gold and told him to make a crown. When it was finished, the king suspected that the goldsmith had placed silver inside, making the crown less valuable. The king asked Archimedes to find out if that were true. The mathematician used logic to discover the principle that explains the forces that keep a solid body afloat in water. With that knowledge, he could test the crown by comparing its weight in water against the weight of the correct quantity of gold. According to the story, Archimedes hit upon this idea one day as he rested in a bath. "*Eureka!*" (I have discovered it!), he yelled as he ran into the street—still naked from his bath.

While the details of this story are doubtful, there are several inventions of Archimedes that establish his brilliance. While in Egypt, he invented a device called the Archimedes screw. Because it could lift water to higher levels, the screw was useful for irrigating farmland. He also discovered the

lever and the pulley, which could be used to move heavy objects. This invention prompted his statement that he could move the world. Finally, he designed and built a planetarium that showed the movement of the sun, the moon, and the five known planets. According to one account, the machine worked so well that it showed eclipses of the sun and moon. Among his most spectacular inventions were machines used for war. An ancient historian described what happened when the Romans attacked Syracuse:

Archimedes began to work his engines and hurled against the land forces all sorts of missiles and huge masses of stones, which . . . knocked down in heaps those who stood in the way and threw the ranks in disorder . . . [He also used machines against ships.] Often there was the fearful sight of a ship lifted out of the sea into mid-air and whirled about as it hung there, until the men had been thrown out. . . .

Nevertheless, the Romans eventually captured Syracuse. The Roman general ordered his men to spare the people of the city. For some reason, that order was ignored with Archimedes. Upon finding him, a Roman soldier told him that he was to go see the Roman general. However, Archimedes delayed until he could finish working on a mathematical problem. The soldier, angry at him for disobeying, killed him. While the details are obscured by legend, the result is undisputed. The general ". . . turned away from the slayer as from a polluted person, and sought out the relatives of Archimedes to do them honor."

## Questions

1. **Distinguishing Fact from Opinion** How can historians examine sources to separate legend from fact?
2. **Drawing Conclusions** Which of Archimedes' inventions do you think was the most significant? Explain.
3. **Making Inferences** Why do you think the Roman general reacted as he did to Archimedes' death?

**CHAPTER**  
**5****Section 3****CONNECTIONS ACROSS TIME AND CULTURES***Ideas of Government in  
Greece and China***THEMATIC CONNECTION:**  
**POWER AND AUTHORITY**

*In ancient Greece, city-states adopted several different forms of government, including monarchy, aristocracy, oligarchy, tyranny, and democracy. In Chapter 4, you learned about the conflicting ideas of Confucius and the Legalists about the best way to govern. To increase your understanding of these varied ideas about government, answer the following questions.*

1. The Legalists of ancient China thought that a single strong ruler should maintain harmony in the state by using generous rewards and harsh punishments.
  - a. Which of the Greek forms of government is most like the Legalist ideal? Why? \_\_\_\_\_  
\_\_\_\_\_
  - b. What might the Legalists have liked about the system of government in Sparta? What might they have disapproved of? \_\_\_\_\_  
\_\_\_\_\_
2. Confucius emphasized the values of social order, harmony, and respect for authority. What values did Athens emphasize? \_\_\_\_\_  
\_\_\_\_\_
3. To stop criticism of his government, Emperor Shi Huangdi killed scholars and burned “useless” books. How did the government of Athens react to Socrates’ questioning of traditional values? \_\_\_\_\_  
\_\_\_\_\_
4. Confucius thought that education could change a poor person into a gentleman who could work in the civil service to help a ruler govern well.
  - a. What was the goal of education in Sparta? \_\_\_\_\_
  - b. What do you think should be the purpose of education? Give reasons for your answer. \_\_\_\_\_  
\_\_\_\_\_
5. Confucius thought that rulers should be virtuous and kind.
  - a. What qualities did Plato think a philosopher-king should have? \_\_\_\_\_
  - b. What qualities do you think a good ruler should have? Give reasons for your answer. \_\_\_\_\_  
\_\_\_\_\_



**CHAPTER**  
**5****Section 1****RETEACHING ACTIVITY***Cultures of the  
Mountains and the Sea****Determining Main Ideas***

The following questions deal with the development of Greek culture. Answer them in the space provided.

1. What geographic factors shaped Greek life?

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2. What were some characteristics of Mycenaean civilization?

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3. What role did Greek epics and mythology play in the culture?

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***Reading Comprehension***

Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                               |                 |
|-------------------------------------------------------------------------------|-----------------|
| 4. _____ Tiryns and Athens were two cities that belonged to this civilization | a. Trojan War   |
| 5. _____ Mycenaeans' 10-year struggle with Troy, a city in Anatolia           | b. epic         |
| 6. _____ Blind storyteller of Greece                                          | c. <i>Iliad</i> |
| 7. _____ General term for a narrative poem celebrating heroic deeds           | d. Mycenaean    |
| 8. _____ Homer's great poem set against the backdrop of the Trojan War        | e. Zeus         |
| 9. _____ In Greece, traditional stories about their gods                      | f. Homer        |
| 10. _____ The ruler of the Greek gods who lived on Mount Olympus              | g. myths        |

**CHAPTER**  
**5****Section 2****RETEACHING ACTIVITY*****Warring City-States*****Multiple Choice**

Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. A city-state in Greece was called a</p> <ul style="list-style-type: none"><li>a. metropolis.</li><li>b. province.</li><li>c. satrap.</li><li>d. polis.</li></ul> <p>_____ 2. A fortified hilltop where citizens gathered to discuss city government was called</p> <ul style="list-style-type: none"><li>a. a metropolis.</li><li>b. a phalanx.</li><li>c. a stadium.</li><li>d. an acropolis.</li></ul> <p>_____ 3. A system of government ruled by a single person, called a king, was known as</p> <ul style="list-style-type: none"><li>a. an empire.</li><li>b. a monarchy.</li><li>c. a dynasty.</li><li>d. a polis.</li></ul> <p>_____ 4. A government ruled by a small group of noble, land-owning families was</p> <ul style="list-style-type: none"><li>a. an aristocracy.</li><li>b. a monarchy.</li><li>c. a polis.</li><li>d. a democracy.</li></ul> <p>_____ 5. In Greece, a person who seized control of the government by appealing to the common people for support was</p> <ul style="list-style-type: none"><li>a. a tyrant.</li><li>b. a king.</li><li>c. a dictator.</li><li>d. a revolutionary.</li></ul> | <p>_____ 6. Rule by the people became known as</p> <ul style="list-style-type: none"><li>a. oligarchy.</li><li>b. tyranny.</li><li>c. democracy.</li><li>d. monarchy.</li></ul> <p>_____ 7. The Athenian ruler who outlawed debt slavery was</p> <ul style="list-style-type: none"><li>a. Draco.</li><li>b. Solon.</li><li>c. Darius.</li><li>d. Cleisthenes.</li></ul> <p>_____ 8. A city-state that built a military state rather than a democracy was</p> <ul style="list-style-type: none"><li>a. Athens.</li><li>b. Peloponnesus.</li><li>c. Corinth.</li><li>d. Sparta.</li></ul> <p>_____ 9. A fighting form in which foot soldiers hold a spear in one hand and a shield in the other and stand side-by-side was a</p> <ul style="list-style-type: none"><li>a. helot.</li><li>b. tyrant.</li><li>c. troop.</li><li>d. phalanx.</li></ul> <p>_____ 10. All of the following are consequences of the Persian Wars <i>except</i>:</p> <ul style="list-style-type: none"><li>a. Greek city-states felt a new sense of freedom.</li><li>b. Delian League headquarters was moved to Sparta.</li><li>c. Athens became the leader of the Delian League.</li><li>d. Athens entered a golden age.</li></ul> |
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CHAPTER  
**5**  
Section 3

## RETEACHING ACTIVITY

*Democracy and Greece's Golden Age****Determining Main Ideas***

Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

|                    |                  |             |
|--------------------|------------------|-------------|
| philosophers       | Parthenon        | tragedy     |
| indirect democracy | philosophers     | perspective |
| Thucydides         | Plato            | Pantheon    |
| Trojan War         | direct democracy | comedy      |
| Peloponnesian War  | Aristotle        | Sophists    |
| Pericles           | Socrates         |             |

1. A form of government in which citizens rule directly and not through representatives is called \_\_\_\_\_.
2. \_\_\_\_\_ was the wise statesman who led Athens during much of its golden age.
3. A temple crafted by the sculptor Phidias to honor the goddess Athena was the \_\_\_\_\_.
4. The Greek values of harmony, order, balance, and proportion in art served as the standard for what became known as \_\_\_\_\_.
5. A \_\_\_\_\_ was a serious drama about common themes such as love, hate, and betrayal.
6. The greatest historian of the Greek classical age was \_\_\_\_\_.
7. Greek city-states Athens and Sparta fought each other in the \_\_\_\_\_.
8. Greek thinkers who were determined to seek the truth were called \_\_\_\_\_.
9. The \_\_\_\_\_ were a group of thinkers who questioned the existence of the traditional Greek gods.
10. One thinker who developed a method of teaching using questions and answers was \_\_\_\_\_.
11. \_\_\_\_\_ was a famous thinker who set forth his idea of a perfectly governed society in *The Republic*.
12. A philosopher who opened a school in Athens called the Lyceum was \_\_\_\_\_.



## Section 4

RETEACHING ACTIVITY *Alexander's Empire***Clarifying**

Write T in the blank if the statement is true. If the statement is false, write F in the blank and then write the corrected statement on the line below it.

- \_\_\_\_ 1. Philip II was the king of Peloponnesia who hoped to take control of Greece.  
\_\_\_\_\_
- \_\_\_\_ 2. Philip organized his troops into phalanxes armed with 18-foot pikes and prepared to attack Greece.  
\_\_\_\_\_
- \_\_\_\_ 3. The Macedonians defeated the Greeks at the battle of Chaeronea, which ended Greek independence.  
\_\_\_\_\_
- \_\_\_\_ 4. Philip's son Demosthenes proclaimed himself king of Macedonia upon Philip's death.  
\_\_\_\_\_
- \_\_\_\_ 5. Darius III attempted to lead Persian forces against the Macedonians, but failed.  
\_\_\_\_\_
- \_\_\_\_ 6. Alexander founded the city of Alexandria at the mouth of the Nile River in Egypt, one of a dozen cities he eventually named after himself.  
\_\_\_\_\_
- \_\_\_\_ 7. Alexander and his exhausted forces finally turned back toward home after winning a particularly fierce battle in Persepolis.  
\_\_\_\_\_
- \_\_\_\_ 8. Alexander died at the age of 32 during brutal fighting in Babylon.  
\_\_\_\_\_
- \_\_\_\_ 9. Three leaders took control of Alexander's empire after his death: Antigonus in Macedonia and the Greek city-states, Ptolemy in Egypt, and Seleucus in Arabia.  
\_\_\_\_\_
- \_\_\_\_ 10. Alexander's conquests brought about a vibrant new culture that blended Greek and Eastern customs.  
\_\_\_\_\_

**CHAPTER**  
**5****Section 5****RETEACHING ACTIVITY***The Spread of  
Hellenistic Culture****Determining Main Ideas***

The following questions deal with the Hellenistic culture that flourished throughout Greece, Egypt, and Asia. Answer them in the space provided.

1. How did Alexander's conquests affect Greek culture?  
\_\_\_\_\_
2. What influences blended to form the new Hellenistic culture?  
\_\_\_\_\_
3. Which city was the center of commerce and Hellenistic civilization?  
\_\_\_\_\_
4. What attractions lured visitors to this city?  
\_\_\_\_\_
5. What significant scientific conclusions did Aristarchus, an astronomer, reach?  
\_\_\_\_\_  
\_\_\_\_\_
6. What scientific measurement did Erathosthenes, the director of the Alexandrian Library, make?  
How accurate was he?  
\_\_\_\_\_  
\_\_\_\_\_
7. What contributions to mathematics did Euclid make?  
\_\_\_\_\_
8. What two contributions to mathematics and physics did Archimedes make?  
\_\_\_\_\_
9. The school of philosophy called Stoicism held what beliefs?  
\_\_\_\_\_  
\_\_\_\_\_
10. What is the significance of the Colossus of Rhodes:  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**6**

Section 1

GUIDED READING *The Roman Republic*

**A. Following Chronological Order** As you read about the growth of Rome into a powerful republic, answer the questions about events in the time line. (Some dates in the time line are approximate.)

|          |                                                                |   |                                                                                    |
|----------|----------------------------------------------------------------|---|------------------------------------------------------------------------------------|
| 753 B.C. | Rome is founded, according to legend.                          | → | 1. How did geography affect the development of Rome?                               |
|          |                                                                |   | 2. How did the Etruscans influence the development of Rome?                        |
| 600 B.C. | Etruscan becomes king of Rome.                                 | ↗ | 3. Which were the main groups that competed for power in the early Roman republic? |
| 509 B.C. | Roman aristocrats overthrow monarchy and establish a republic. | ↗ | 4. What is the significance of the Twelve Tables in Roman law?                     |
| 451 B.C. | Officials begin writing the Twelve Tables.                     | → | 5. What were the causes of the first Punic War?                                    |
| 264 B.C. | Rome and Carthage go to war, and Punic Wars begin.             | ↗ | 6. What tactic did Scipio use to defeat Hannibal?                                  |
| 218 B.C. | Second Punic War begins.                                       | ↗ |                                                                                    |
| 202 B.C. | Romans defeat Hannibal's army.                                 | ↗ | 7. What was the significance of the Punic Wars for Rome?                           |
| 149 B.C. | Third Punic War begins when Rome lays siege to Carthage.       | ↗ |                                                                                    |
| 146 B.C. | Rome destroys Carthage.                                        |   |                                                                                    |

**B. Recognizing Main Ideas** On the back of this paper, describe the form of government the Romans established under the republic. Use the following terms.

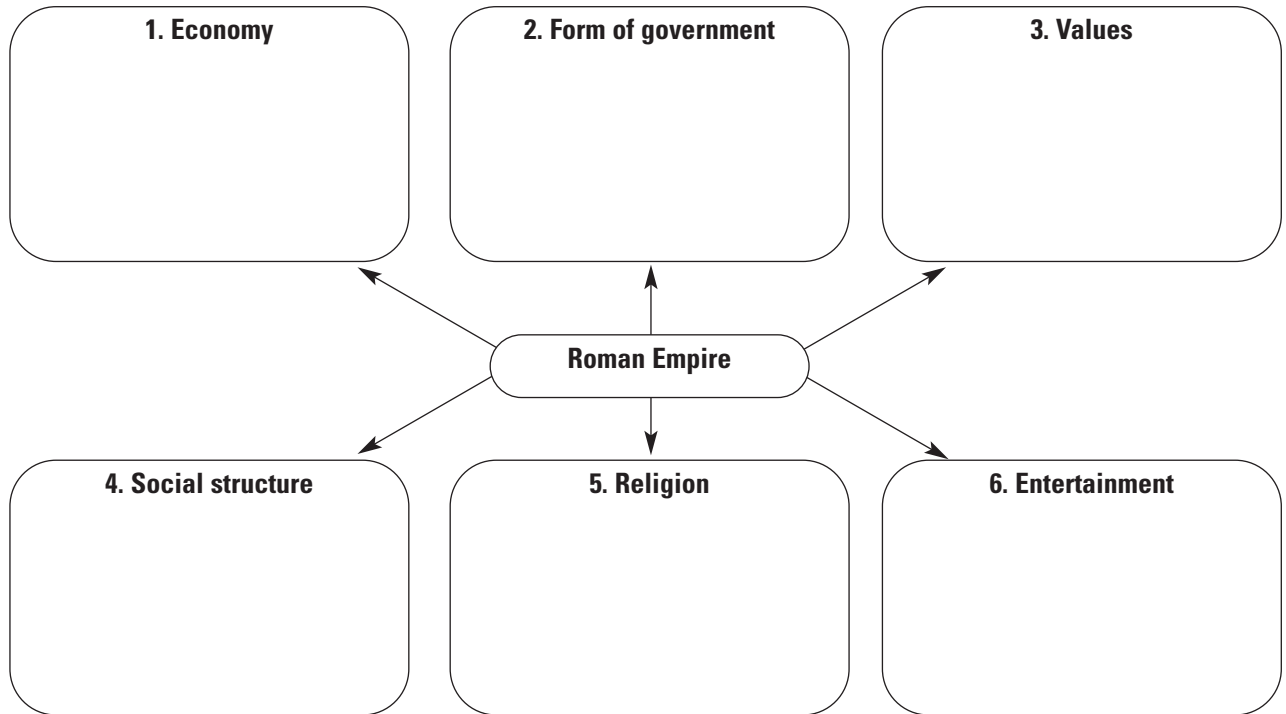
Senate      tribunes      consuls      dictator

CHAPTER  
**6**

Section 2

GUIDED READING *The Roman Empire*

**A. Clarifying** As you read about the creation of the Roman Empire, make notes in the diagram to describe Roman government, society, economy, and culture.



**B. Synthesizing** Explain how the following terms and names relate to Julius Caesar.

|                                    |
|------------------------------------|
| 1. Civil war                       |
| 2. Triumvirate                     |
| 3. Gaul                            |
| 4. Absolute rule                   |
| 5. Marcus Brutus and Gaius Cassius |

**C. Determining Main Ideas** On the back of this paper, explain the importance of **Augustus** and the **Pax Romana** in the history of the Roman Empire.





## Section 3

GUIDED READING *The Rise of Christianity*

**A. Analyzing Causes and Recognizing Effects** As you read about the rise of Christianity, fill in the charts below.

| How did each of the following people influence the development of Christianity as a new religion? |  |
|---------------------------------------------------------------------------------------------------|--|
| 1. Jesus of Nazareth                                                                              |  |
| 2. The Jews                                                                                       |  |
| 3. Pontius Pilate                                                                                 |  |
| 4. Peter                                                                                          |  |

| How did each of the following help to promote the spread of Christianity? |  |
|---------------------------------------------------------------------------|--|
| 5. <i>Pax Romana</i>                                                      |  |
| 6. Paul                                                                   |  |
| 7. Constantine                                                            |  |
| 8. Theodosius                                                             |  |

**B. Clarifying** On the back of this paper, explain how these terms relate to Christianity.

apostle      bishop      pope

CHAPTER  
**6**  
Section 4

## GUIDED READING

*The Fall of the  
Roman Empire*

**A. Analyzing Causes and Recognizing Effects** As you read about the decline and fall of the Roman Empire, take notes to answer the questions.

**1. What were the causes of each condition that led to the fall of the Roman Empire?**

|                                                  |  |
|--------------------------------------------------|--|
| a. Disruption of trade                           |  |
| b. Gold and silver drain                         |  |
| c. Inflation                                     |  |
| d. Decline of loyalty and discipline in military |  |
| e. Citizen indifference and loss of patriotism   |  |

**2. What steps did Diocletian take to restore order and reform the empire?**

|  |
|--|
|  |
|--|

**3. What did Constantine do to reform the empire?**

|  |
|--|
|  |
|--|

**4. What caused the final collapse of the Western Roman Empire?**

|  |
|--|
|  |
|--|

**B. Analyzing Causes and Recognizing Effects** On the back of this paper, explain how **mercenaries** and **Attila** contributed to the decline and fall of the Roman Empire.

CHAPTER

6

Section 5

GUIDED READING

Rome and the Roots of  
Western Civilization

**A. Summarizing** As you read about the roots of classical civilization, fill in the chart to identify elements of the Greco-Roman culture.

| Cultural Element | Greek Contributions | Roman Contributions |
|------------------|---------------------|---------------------|
| 1. Sculpture     |                     |                     |
| 2. Philosophy    |                     |                     |
| 3. Literature    |                     |                     |

**B. Clarifying** Identify Roman achievements in the boxes below.

|             |                 |                |
|-------------|-----------------|----------------|
| 4. Language | 5. Architecture | 6. Engineering |
|             |                 |                |

**C. Comparing** On the back of this paper, identify **Virgil** and **Tacitus** and their contributions to Roman culture.



## BUILDING VOCABULARY

# Ancient Rome and Early Christianity

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                       |                                                                                 |
|-----------------------|---------------------------------------------------------------------------------|
| ____ 1. Virgil        | a. Roman dictator whose assassination led to civil war                          |
| ____ 2. apostle       | b. a foreign soldier who fights for money                                       |
| ____ 3. Julius Caesar | c. Roman poet who wrote the epic, the <i>Aeneid</i>                             |
| ____ 4. Augustus      | d. one of the twelve disciples, or followers, of Jesus                          |
| ____ 5. inflation     | e. Roman emperor whose reign initiated a long period of peace in the empire     |
| ____ 6. Hannibal      | f. Carthaginian general who crossed the Alps with elephants to fight the Romans |
| ____ 7. mercenary     | g. a channel for transporting water                                             |
| ____ 8. aqueduct      | h. a drastic drop in the value of money along with rising prices                |

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. Greco-Roman culture, which blends elements of Greek, Hellenistic, and Roman culture, is also called classical civilization.  
\_\_\_\_\_
- \_\_\_\_ 2. The period of over 200 years during which the Roman Empire was at constant war is known as the *Pax Romana*.  
\_\_\_\_\_
- \_\_\_\_ 3. Christianity is based on the teachings of a Jew named Jesus.  
\_\_\_\_\_
- \_\_\_\_ 4. The Roman emperor Constantine ended the persecution of Christians.  
\_\_\_\_\_
- \_\_\_\_ 5. Because the Jews rebelled against Roman rule, most of them were executed in the Diaspora.  
\_\_\_\_\_

**C. Writing** Write a paragraph describing the form of government that Rome had in the first century B.C. using the following terms.

republic      patrician      plebian      tribune      consul      senate



CHAPTER  
**6**

**GEOGRAPHY APPLICATION: MOVEMENT**

# *The Roads of the Roman Empire*

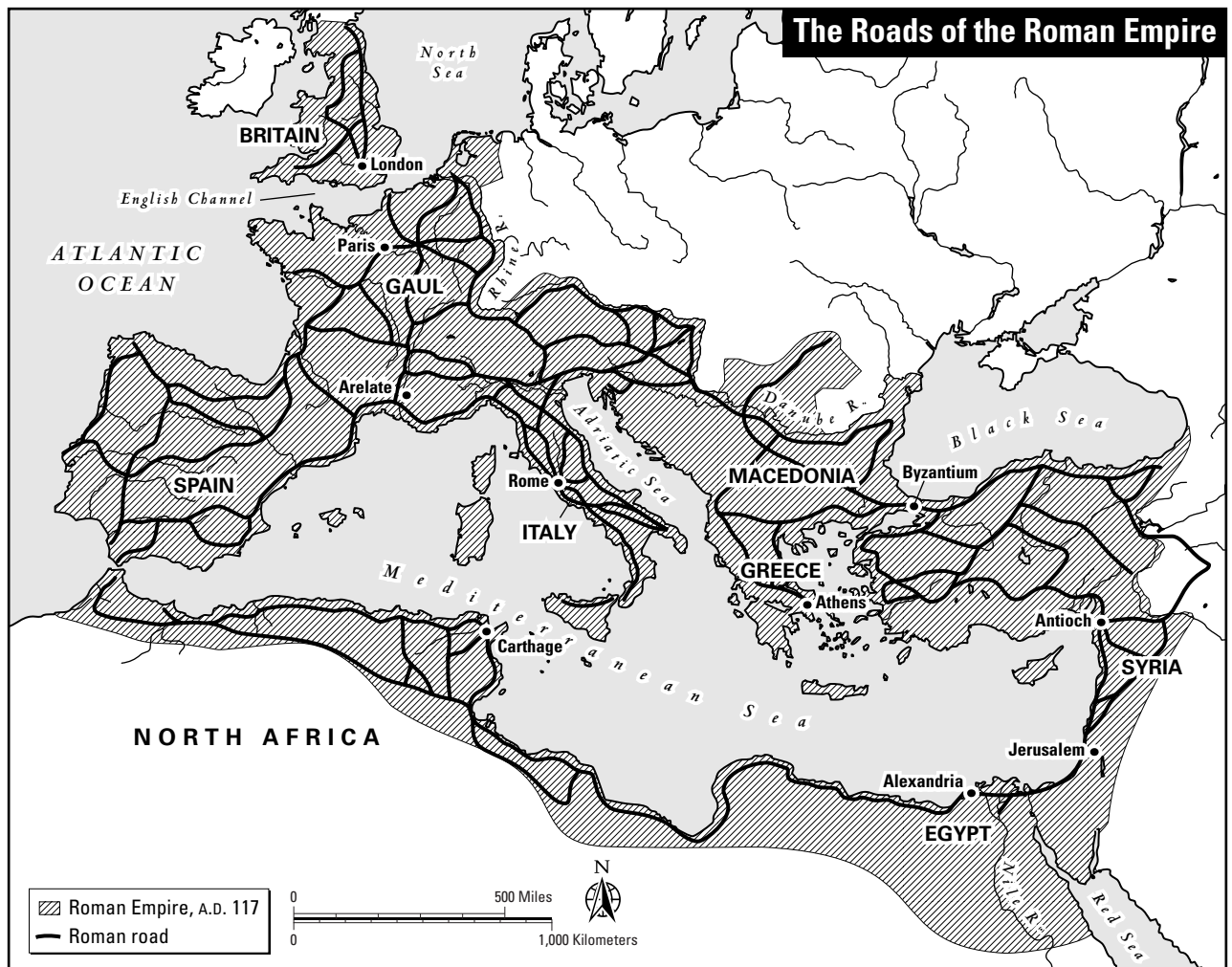
**Section 2**

*Directions: Read the paragraphs below and study the map. Then answer the questions that follow.*

The famous Roman roads were a vast network of hard-surfaced roads connecting the city of Rome to the farthest reaches of its empire. The stone-paved highways lasted for more than a thousand years, and some sections are still in use today. Author Isaac Asimov claimed that there was no better mode of transportation in the world until the arrival of railroads close to 2,000 years later. Romans began building roads in 312 B.C. following their first major conquests. The beginning stretch, the Appian Way, trailed 132 miles southeast out of Rome. Thereafter, roadbuilding kept pace with the

empire's expansion. Eventually, Roman roads wound 53,000 miles around the Mediterranean and north-eastern Atlantic regions.

The roads, constructed by slaves and soldiers, were wide enough for large wagons to pass each other. The principal use of the highways was to move Roman armies from one part of the empire to another. However, citizens were free to use the roads. The Roman statesman Cicero once spoke of moving 56 miles in a cart in just ten hours. However, travelers had to be alert for bandits, as people might simply "disappear" while riding on Roman roads.



**Interpreting Text and Visuals**

1. How is the area of the Roman Empire shown? \_\_\_\_\_  
What symbol represents roads on the map? \_\_\_\_\_
2. What is the approximate straight-line distance in miles between Paris and Rome? \_\_\_\_\_  
What is the approximate distance between the two cities along the Roman roads, choosing the route that passes by Arelate? \_\_\_\_\_
3. Describe the location of the four significant breaks for bodies of water that the map shows in the Roman road system. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How many miles of roads made up the Roman roads? \_\_\_\_\_
5. Which two rivers provided a natural path for the Roman roads to follow? \_\_\_\_\_
6. What was one drawback to the Roman roads? \_\_\_\_\_  
\_\_\_\_\_
7. Suppose you are a Roman general who must move a legion of soldiers from Rome to Carthage. Describe your two options. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. “All roads lead to Rome” is a famous saying that originally described the Roman highway system. Why would the Romans have developed their road network with Rome as its focus? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



CHAPTER  
**6**

Section 2

PRIMARY SOURCE *from The Gallic War*  
by Julius Caesar

*Julius Caesar's account of his military campaigns is a valuable historical record left by a great Roman general. As you read Caesar's account of the second Roman invasion of Britain during his campaign to conquer what is now France, notice that he refers to himself in the third person.*

14. Of all the Britons the most civilized are those in Kent, all of which is along the coast. Their habits do not differ much from the Gauls'. The inland people do not sow grain but live on milk and meat and wear skins. All Britons stain themselves with woad, which makes them blue and more terrifying to confront in battle. Their hair they wear long, but they shave all the rest of their bodies except the head and upper lip. . . .

15. The enemy horse and chariots engaged our cavalry briskly on the march, but our men everywhere had the upper hand and drove them into the forests and hills. But when they had killed a number they pursued too eagerly and lost some of their own. But after an interval they suddenly dashed from the forest to fall upon our unsuspecting men, who were busy entrenching their camp, and delivered a sharp attack upon the pickets posted in front of the camp. Caesar supported them with two cohorts, each the chief of its legion. These took position with only a small space between them, but while our men were confounded by their novel mode of fighting, they boldly broke through their midst and then retired without loss. . . .

16. This engagement, fought in front of the camp in full view of everyone, made it plain that our men were not a fit match for such adversaries. They could not pursue an advantage because of their heavy armor; . . . nor could our cavalry engage except at great peril, for the Britons would purposely retreat, and when they had drawn our cavalry a little distance from the legionaries, leap down from their chariots and exploit the advantage of fighting on foot. In a cavalry engagement this tactic involved equal danger whether we pursued or retreated. Another disadvantage was that they never fought in a mass but widely scattered. . . .

17. On the next day the enemy took position at a distance in the hills; they showed themselves only in small groups, and attacked our cavalry with less

energy than the day before. At noon, when Caesar had sent three legions and all the cavalry under command of Gaius Trebonius to forage, they suddenly swooped down on the foragers from all directions, even up to the legions and standards. Our men counterattacked vigorously, beat them back, and pressed their pursuit, seeing the legions close behind to support them. They drove the enemy headlong and killed a large number, giving them no chance to rally and make a stand. . . .

18. Apprised now of their plan, Caesar marched his army to the territory of Cassivellaunus towards the Thames, a river which can be forded on foot at only one point, and that with difficulty. Upon his arrival there he observed a large enemy force drawn up on the far bank. The bank was protected by sharp stakes fixed in the ground, and there were similar stakes in the river bed, covered by the water. This Caesar had learned from prisoners and deserters. He sent his cavalry forward and ordered the legions to follow at their heels. Though only their heads were above water, they moved with such speed and dash that the enemy could not sustain the assault of legions and cavalry, abandoned the bank, and took to flight.

*from Julius Caesar, The Gallic War and Other Writings, Moses Hadas trans. (New York: The Modern Library, 1957), 102–104.*

## Discussion Questions

### Determining Main Ideas

1. According to Caesar, what military advantages and disadvantages did the Britons have?
2. What military advantages and disadvantages did the Romans have?
3. **Forming and Supporting Opinions** Do you think this excerpt supports the notion that Caesar was a genius at military strategy? Explain your answer.

**CHAPTER**  
**6****Section 3****PRIMARY SOURCE**

## Emperor Galerius's Edict of Toleration

*During the third century and the early years of the fourth century, Roman rulers cruelly persecuted Christians. Despite repression, the religion continued to thrive and spread. In A.D. 311, Emperor Galerius issued the first edict, or formal proclamation, of toleration of Christianity just a few days before his death. Why did Galerius decide to tolerate Christians?*

Amongst our other measures for the advantage of the Empire, we have hitherto endeavored to bring all things into conformity with the ancient laws and public order of the Romans. We have been especially anxious that even the Christians, who have abandoned the religion of their ancestors, should return to reason. For they have fallen, we know not how, into such perversity and folly that, instead of adhering to those ancient institutions which possibly their own forefathers established, they have arbitrarily made laws of their own and collected together various peoples from various quarters.

After the publication, on our part, of an order commanding Christians to return to the observance of the ancient customs, many of them, it is true, submitted in view of the danger, while many others suffered death. Nevertheless, since many of them have continued to persist in their opinions and we see that in the present situation they neither duly adore and venerate the gods nor yet worship the god of the Christians, we, with our wonted clemency, have judged it is wise to extend a pardon even to these men and permit them once more to become Christians and reestablish their places of meetings;

in such manner, however, that they shall in no way offend against good order. We propose to notify the magistrates in another mandate in regard to the course that they should pursue.

Whereof it should be the duty of the Christians, in view of our clemency, to pray to their god for our welfare, for that of the Empire, and for their own, so that the Empire may remain intact in all its parts, and that they themselves may live safely in their habitations.

*from Milton Viorst, ed., The Great Documents of Western Civilization (New York: Bantam, 1965), 6.*

### Activity Options

1. **Determining Main Ideas** With several classmates, role-play Christians who live in the Roman empire in A.D. 311. Discuss your reactions to Galerius's edict.
2. **Analyzing Issues** Make a two-column chart. List what Galerius offered Christians in one column and what he asked in return in the other column. Then discuss with classmates whether or not this edict was fair.

CHAPTER  
**6**

Section 4

PRIMARY SOURCE

# Dinner with Attila the Hun

## from *Historici Graeci Minores*

by Priscus

*In about A.D. 450, representatives from the western and eastern parts of the Roman Empire met with Attila, the king of the Huns, on a special diplomatic mission. Priscus, a representative of the eastern Roman Empire, wrote an account of having dinner with Attila. What do you learn about Attila from this account?*

Attila invited both parties of us to dine with him about three o'clock that afternoon. We waited for the time of the invitation, and then all of us, the envoys from the Western Romans as well, presented ourselves in the doorway facing Attila. In accordance with the national custom the cupbearers gave us a cup for us to make our libations before we took our seats. When that had been done and we had sipped the wine, we went to the chairs where we would sit to have dinner. All the seats were ranged down either side of the room, up against the walls. In the middle Attila was sitting on a couch with a second couch behind him. Behind that a few steps led up to his bed, which for decorative purposes was covered in ornate drapes made of fine linen, like those which Greeks and Romans prepare for marriage ceremonies. I think that the more distinguished guests were on Attila's right, and the second rank on his left, where we were with Berichos, a man of some renown among the Scythians, who was sitting in front of us. Onegesios was to the right of Attila's couch, and opposite him were two of the king's sons on chairs. The eldest son was sitting on Attila's own couch, right on the very edge, with his eyes fixed on the ground in fear of his father. . . . After everyone had been toasted, the cupbearers left, and a table was put in front of Attila and other tables for groups of three or four men each. This enabled each guest to help himself to the things put on the table without leaving his proper seat. Attila's servant entered first with plates full of meat, and those waiting on all the others put bread and cooked food on the tables. A lavish meal, served on silver trenchers, was prepared for us and the other barbarians, but Attila just had some meat on a wooden platter, for this was one aspect of his self-discipline. For instance, gold or silver cups were presented to the other diners, but his own goblet was made of wood. His clothes, too, were simple,

and no trouble was taken except to have them clean. The sword that hung by his side, the clasps of his barbarian shoes and the bridle of his horse were all free from gold, precious stones or other valuable decorations affected by the other Scythians. When the food in the first plates was finished we all got up, and no one, once on his feet, returned to his seat until he had, in the same order as before, drunk the full cup of wine that he was handed, with a toast for Attila's health. After this honour had been paid him, we sat down again and second plates were put on each table with other food on them. This also finished, everyone rose once more, drank another toast and resumed his seat.

As twilight came on torches were lit, and two barbarians entered before Attila to sing some songs they had composed, telling of his victories and his valour in war. The guests paid close attention to them, and some were delighted with the songs, others excited at being reminded of the wars, but others broke down and wept if their bodies were weakened by age and their warrior spirits forced to remain inactive.

from B. K. Workman, trans., *They Saw It Happen in Classical Times* (Basil Blackwell Ltd., 1964). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon Books, 1987), 23–24.

## Activity Options

1. **Summarizing** With your classmates, plan and then present a re-creation of Priscus's dinner with Attila. Portray Attila, his servants, his sons, other Huns, the singers, and representatives of the western and eastern parts of the Roman Empire. Draw on details in the passage to bring this re-enactment to life.
2. **Comparing and Contrasting** Make a Venn diagram comparing and contrasting Attila with the other diners.



## Section 5

## PRIMARY SOURCE

# The Eruption of Vesuvius

## Letter from Pliny the Younger to Tacitus

*In A.D. 79 Mount Vesuvius, a volcano in southwest Italy, erupted, burying the cities of Pompeii and Herculaneum. Among those killed was Roman historian C. Plinius Secundus, known as Pliny the Elder. His nephew, Pliny the Younger, wrote an account of the disaster in a letter to the Roman historian Tacitus. As you read part of his letter, think about the dangers Pliny's uncle faced.*

Your request that I would send you an account of my uncle's death, in order to transmit a more exact relation of it to posterity, deserves my acknowledgments; for, if this accident shall be celebrated by your pen, the glory of it, I am well assured, will be rendered forever illustrious. . . . On the 24th of August, about one in the afternoon, my mother desired him to observe a cloud which appeared of a very unusual size and shape. . . . This phenomenon seemed to a man of such learning and research as my uncle extraordinary and worth further looking into. . . . He ordered the galleys to be put to sea, and went himself on board. . . . Hastening then to the place from whence others fled with the utmost terror, he steered his course direct to the point of danger, and with so much calmness and presence of mind as to be able to make and dictate his observations upon the motion and all the phenomena of that dreadful scene. . . . [The wind] was favourable, however, for carrying my uncle to Pomponianus, whom he found in the greatest consternation. . . . Meanwhile broad flames shone out in several places from Mount Vesuvius, which the darkness of the night contributed to render still brighter and clearer. But my uncle, in order to soothe the apprehensions of his friend, assured him it was only the burning of the villages, which the country people had abandoned to the flames; after this he retired to rest. . . . The court which led to his apartment being now almost filled with stones and ashes, if he had continued there any time longer, it would have been impossible for him to have made his way out. So he was awoke and got up, and went to Pomponianus and the rest of his company. . . . They consulted together whether it would be most prudent to trust to the houses, which now rocked from side to side with frequent and violent concussions as though shaken from their very foundations; or fly to the open fields, where the calcined stones and cinders, though light indeed, yet fell in large showers, and threatened destruction. In this choice

of dangers they resolved for the fields: a resolution which, while the rest of the company were hurried into by their fears, my uncle embraced upon cool and deliberate consideration. They went out then, having pillows tied upon their heads with napkins; and this was their whole defense against the storm of stones that fell round them. It was now day everywhere else, but there a deeper darkness prevailed than in the thickest night. . . . They thought proper to go farther down upon the shore. . . . There my uncle, laying himself down upon a sail cloth, which was spread for him, called twice for some cold water, which he drank, when immediately the flames, preceded by a strong whiff of sulphur, dispersed the rest of the party, and obliged him to rise. He raised himself up with the assistance of two of his servants, and instantly fell down dead; suffocated, as I conjecture, by some gross and noxious vapour. . . . As soon as it was light again, which was not till the third day after this melancholy accident, his body was found entire, and without any marks of violence upon it, in the dress in which he fell, and looking more like a man asleep than dead. . . . I will end here, only adding that I have faithfully related to you what I was either an eye-witness of myself or received immediately after the accident happened, and before there was time to vary the truth. You will pick out of this narrative whatever is most important: for a letter is one thing, a history another; it is one thing writing to a friend, another thing writing to the public. Farewell.

from William Melmoth, trans., *Letters of Gaius Plinius Caecilius Secundus* (New York: Collier, 1909), 298–302.

### Research Options

1. **Using Research in Writing** Find out about Pliny the Elder, Pliny the Younger, or Tacitus. Write a brief biographical sketch of this person.
2. **Analyzing Cause and Effect** Read more about Mount Vesuvius. Then create a cause-and-effect diagram to illustrate your findings.

CHAPTER  
**6**

Section 2

LITERATURE SELECTION *from Julius Caesar*  
by William Shakespeare

*English poet and playwright William Shakespeare (1564–1616) drew heavily on a translation of classical biographer Plutarch’s The Lives of the Noble Grecians and Romans for information about the Roman characters in Julius Caesar. Shakespeare’s tragedy, which was first performed in 1599, traces events before and after Caesar’s death. In Act 3, Scene 2, from which this excerpt is taken, Brutus first speaks at Caesar’s funeral to explain why he helped assassinate Caesar. Mark Antony, one of Caesar’s supporters, then delivers a powerful address. As you read his speech, think about how Mark Antony reacts to Caesar’s murder and how he stirs the crowd of Romans.*

ANTONY: Friends, Romans, countrymen, lend me  
your ears.

I come to bury Caesar, not to praise him.  
The evil that men do lives after them;  
The good is oft interrèd with their bones.  
So let it be with Caesar. The noble Brutus  
Hath told you Caesar was ambitious.  
If it were so, it was a grievous fault,  
And grievously hath Caesar answered it.  
Here, under leave of Brutus and the rest—  
For Brutus is an honorable man,  
So are they all, all honorable men—  
Come I to speak in Caesar’s funeral.  
He was my friend, faithful and just to me;  
But Brutus says he was ambi-  
tious,  
And Brutus is an honorable  
man.  
He hath brought many captives  
home to Rome,  
Whose ransoms did the general  
coffers fill.

Did this in Caesar seem ambitious?  
When that the poor have cried, Caesar hath wept;  
Ambition should be made of sterner stuff.  
Yet Brutus says he was ambitious,  
And Brutus is an honorable man.  
You all did see that on the Lupercal  
I thrice presented him a kingly crown,  
Which he did thrice refuse. Was this ambition?  
Yet Brutus says he was ambitious,  
And sure he is an honorable man.  
I speak not to disprove what Brutus spoke,  
But here I am to speak what I do know.  
You all did love him once, not without cause.  
What cause withholds you then to mourn for  
him?

***“I come to bury  
Caesar, not to  
praise him.”***

O judgment! Thou art fled to brutish beasts,  
And men have lost their reason. Bear with me;  
My heart is in the coffin there with Caesar,  
And I must pause till it come back to me.

FIRST PLEBEIAN: Methinks there is much reason  
in his sayings.

SECOND PLEBEIAN: If thou consider rightly of the  
matter,

Caesar has had great wrong.

THIRD PLEBEIAN: Has he, masters?

I fear there will a worse come in his place.

FOURTH PLEBEIAN: Marked ye his words? He  
would not take the crown,

Therefore ‘tis certain he was not ambitious.

FIRST PLEBEIAN: If it be found so,  
some will dear abide it.

SECOND PLEBEIAN: Poor soul, his  
eyes are red as fire with weep-  
ing.

THIRD PLEBEIAN: There’s not a  
nobler man in Rome than Antony.

FOURTH PLEBEIAN: Now mark him. He begins  
again to speak.

ANTONY: But yesterday the word of Caesar might  
Have stood against the world. Now lies he there,  
And none so poor to do him reverence.

O masters! If I were disposed to stir  
Your hearts and minds to mutiny and rage,  
I should do Brutus wrong, and Cassius wrong,  
Who, you all know, are honorable men.

I will not do them wrong; I rather choose  
To wrong the dead, to wrong myself and you,  
Than I will wrong such honorable men.

But here’s a parchment with the seal of Caesar.  
I found it in his closet; ‘tis his will.

*[He shows the will.]*

Let but the commons hear this testament—



Which, pardon me, I do not mean to read—  
 And they would go and kiss dead Caesar's  
 wounds  
 And dip their napkins in his sacred blood,  
 Yea, beg a hair of him for memory,  
 And dying, mention it within their wills,  
 Bequeathing it as a rich legacy  
 Unto their issue.

FOURTH PLEBEIAN: We'll hear the will! Read it,  
 Mark Antony.

ALL: The will, the will! We will hear Caesar's will.

ANTONY: Have patience, gentle friends; I must not  
 read it.

It is not meet you know how Caesar loved you.  
 You are not wood, you are not stones, but men;  
 And being men, hearing the will of Caesar,  
 It will inflame you, it will make you mad.  
 'Tis good you know not that you are his heirs,  
 For if you should, O, what  
 would come of it?

FOURTH PLEBEIAN: Read the will!  
 We'll hear it, Antony.

You shall read us the will,  
 Caesar's will.

ANTONY: Will you be patient?  
 Will you stay awhile?

I have o'ershot myself to tell you of it.  
 I fear I wrong the honorable men

Whose daggers have stabbed Caesar; I do fear it.

FOURTH PLEBEIAN: They were traitors.  
 "Honorable men"!

ALL: The will! The testament!

SECOND PLEBEIAN: They were villains, murderers.  
 The will! Read the will!

ANTONY: You will compel me then to read the will?  
 Then make a ring about the corpse of Caesar  
 And let me show you him that made the will.  
 Shall I descend? And will you give me leave?

ALL: Come down.

SECOND PLEBEIAN: Descend.

THIRD PLEBEIAN: You shall have leave.

[*Antony comes down. They gather around Caesar.*]

FOURTH PLEBEIAN: A ring; stand round.

FIRST PLEBEIAN: Stand from the hearse. Stand  
 from the body.

SECOND PLEBEIAN: Room for Antony, most noble  
 Antony!

ANTONY: Nay, press not so upon me. Stand far off.

ALL: Stand back! Room! Bear back!

ANTONY: If you have tears, prepare to shed them  
 now.

You all do know this mantle. I remember  
 The first time ever Caesar put it on;  
 'Twas on a summer's evening in his tent,  
 That day he overcame the Nervii.  
 Look, in this place ran Cassius' dagger through.  
 See what a rent the envious Casca made.  
 Through this the well-belovèd Brutus stabbed,  
 And as he plucked his cursèd steel away,  
 Mark how the blood of Caesar followed it,  
 As rushing out of doors to be resolved  
 If Brutus so unkindly knocked or no;  
 For Brutus, as you know, was Caesar's angel.  
 Judge, O you gods, how dearly Caesar loved him!  
 This was the most unkindest cut of all;  
 For when the noble Caesar saw him stab,  
 Ingratitude, more strong than traitors' arms,  
 Quite vanquished him. Then burst his mighty  
 heart,

And in his mantle muffling up his  
 face,

Even at the base of Pompey's stat-  
 ue,

Which all the while ran blood,  
 great Caesar fell.

O, what a fall was there, my coun-  
 trymen!

Then I, and you, and all of us fell down,  
 Whilst bloody treason flourished over us.  
 O, now you weep, and I perceive you feel  
 The dint of pity. These are gracious drops.  
 Kind souls, what weep you when you but behold  
 Our Caesar's vesture wounded? Look you here,  
 Here is himself, marred as you see with traitors.

[*He lifts Caesar's mantle.*]

FIRST PLEBEIAN: O piteous spectacle!

SECOND PLEBEIAN: O noble Caesar!

THIRD PLEBEIAN: O woeful day!

FOURTH PLEBEIAN: O traitors, villains!

FIRST PLEBEIAN: O most bloody sight!

SECOND PLEBEIAN: We will be revenged.

ALL: Revenge! About! Seek! Burn! Fire! Kill! Slay!  
 Let not a traitor live!

ANTONY: Stay, countrymen.

FIRST PLEBEIAN: Peace there! Hear the noble  
 Antony.

SECOND PLEBEIAN: We'll hear him, we'll follow  
 him,  
 we'll die with him!

ANTONY: Good friends, sweet friends, let me not  
 stir you up  
 To such a sudden flood of mutiny

***"If you have tears,  
 prepare to shed  
 them now."***

They that have done this deed are honorable.  
What private griefs they have, alas, I know not,  
That made them do it. They are wise and  
honorable,  
And will no doubt with reasons answer you.  
I come not, friends, to steal away your hearts.  
I am no orator, as Brutus is,  
But, as you know me all, a plain blunt man  
That love my friend, and that they know full well  
That gave me public leave to speak of him.  
For I have neither wit, nor words, nor worth,  
Action, nor utterance, nor the power of speech  
To stir men's blood. I only speak right on.  
I tell you that which you yourselves do know,  
Show you sweet Caesar's wounds, poor poor  
dumb mouths,  
And bid them speak for me. But were I Brutus,  
And Brutus Antony, there were an Antony  
Would ruffle up your spirits and put a tongue  
In every wound of Caesar that should move  
The stones of Rome to rise and mutiny.

ALL: We'll mutiny!

FIRST PLEBEIAN: We'll burn the house of Brutus!

THIRD PLEBEIAN: Away, then! Come, seek the  
conspirators.

Antony: Yet hear me, countrymen. Yet hear me  
speak.

ALL: Peace, ho! Hear Antony, most noble Antony!

ANTONY: Why, friends, you go to do you know not  
what.

Wherein hath Caesar thus deserved your loves?

Alas, you know not. I must tell you then:

You have forgot the will I told you of.

ALL: Most true, the will! Let's stay and hear the will.

ANTONY: Here is the will, and under Caesar's seal.

To every Roman citizen he gives,

To every several man, seventy-five drachmas.

SECOND PLEBEIAN: Most noble Caesar! We'll  
revenge his death.

## Activity Options

### 1. **Describing Plot, Setting, and Character**

With a group of classmates, plan, rehearse, and  
give a performance of this excerpt for your class.

### 2. **Drawing Conclusions**

Make a sketch of a costume that a character in this excerpt might wear.  
Display your finished costume design.



CHAPTER  
6

## HISTORYMAKERS

Cleopatra  
*Wily Queen of Egypt*

## Section 2

*"To know her was to be touched with an irresistible charm. Her form, . . . the persuasiveness of her conversation, and her delightful . . . behavior—all these produced a blend of magic."—Plutarch, a Roman historian*

Cleopatra, queen of Egypt, has gone down in history as a conniving leader who used tricks to gain influence within the Roman Empire. She was actually an intelligent ruler who used an iron will in an effort to keep Egypt free of Roman control.

Ironically, the queen who tried to preserve Egypt was not even Egyptian. Cleopatra belonged to the family of the Ptolemies. This family from Macedon had ruled Egypt for several hundred years after the death of Alexander the Great. Though they had ruled Egypt for a long time, none of the family had ever bothered to learn Egyptian—until Cleopatra. Plutarch wrote that she learned so many languages she could speak to "Ethiopians, Troglodytes, Jews, Arabs, Syrians, Medes, and Parthians" in their own tongues.

In the first century B.C., the family's fortunes and its hold on Egypt declined. Cleopatra's father was a weak king. He showed more interest in music than in running his kingdom, leading the people to nickname him "the Flute Player." He feared that Rome would seize Egypt, an attractive place because of its abundance of farmland. To buy safety, he sent huge amounts of money as bribes to various Roman leaders, including Julius Caesar. He eventually died in 51 B.C. At the time, Cleopatra was 18.

She became queen, ruling along with her brother Ptolemy XIII, who was only ten. Powerful insiders in the Egyptian court hoped to run the country by controlling the young king. They forced Cleopatra to flee Egypt three years later.

However, she raised an army and prepared to retake her crown, ready to fight her brother for control. Meanwhile, Julius Caesar had defeated his rivals and become the powerful leader of Rome. When Caesar came to Egypt to settle the issue of the throne, Cleopatra seized her chance to argue her case. She had herself wrapped in a rug and carried to Caesar so she could speak to him directly. Impressed by her clever and bold act, Caesar agreed to back her rather than her brother. Caesar and Cleopatra also began a relationship. They may have loved one another, but one historian cautioned,

"it must always be borne in mind that both of them were ruthless and devious politicians." Later, she had a son that was Caesar's. He was named Caesarion. Cleopatra's brother died fighting Caesar's army, and in 47 B.C. she was back on the throne. She and Caesar may have planned to marry and become king and queen of Rome with Caesarion to follow them. In 44 B.C., however, those hopes were destroyed. Caesar was assassinated by senators who wished to restore the Roman Republic. Cleopatra, in Rome at the time, decided it was wise to return to Egypt. Caesar's heir, Octavian, and his friend Mark Antony began to rule Rome together. The two leaders had an uneasy alliance, however, and each tried to outfox the other in order to gain control of the Roman government. Cleopatra enchanted Antony as she had Caesar. By 37 B.C., Antony had dismissed his wife, married Cleopatra, and recognized her two children as his own. He also gave large amounts of land to her, restoring Cyprus and Lebanon to Egypt. The wife that Antony rejected, however, was the sister of Octavian. This drove a wedge between the former allies. With Cleopatra's wealth Antony rebuilt his army and navy. In 31 B.C., his forces met Octavian's in battle to decide who would control Rome—and thus the Mediterranean. Octavian won, and Cleopatra and Antony escaped back to Egypt. Octavian, though, brought his armies there the following year. Trapped and unable to win, Antony committed suicide. Cleopatra pleaded with Octavian to allow her to retire and make Caesarion king of Egypt. Octavian refused, and she too committed suicide. Soon after, Octavian had Caesarion killed.

## Questions

1. **Contrasting** How was Cleopatra different from the other members of the Ptolemaic Dynasty?
2. **Making Inferences** Why was Rome so important to the fate of Cleopatra's Egypt?
3. **Drawing Conclusions** Why did Octavian have Caesarion killed?

CHAPTER  
**6**

## HISTORYMAKERS

# Julius Caesar

## *General, Writer, Politician, Dictator-King?*

## Section 2

*"Caesar could no longer endure a superior, nor Pompey an equal."—Lucan, a Roman poet, on the cause of the Roman civil war*

**D**riven by ambition and a thirst for power, Julius Caesar became a great and controversial leader of the Roman Republic. He had a tremendous impact on a growing power at a crucial point in its rise. He was also a man of extraordinary abilities—skills in war, politics, writing, and leadership. Caesar was born to an old Roman family, part of the group of families that founded the Roman Republic. He had the standard education of someone in his social position and became known as a charming, cultured, and well-read person. In addition, he gained experience in the military in Asia Minor and experience in government in Spain. Gradually, he won election to important public offices. In 63 B.C., he was voted pontifex maximus, the chief priest of the Republic. He also served in Spain, where he won fame by winning battles. He returned to Rome and was elected consul, the most important political office in the Republic.

Caesar joined with two other leading Romans in an alliance. One was Crassus, a wealthy political leader whose money could be used to advance the plans of the three. The other was Pompey, another brilliant general. To cement the alliance, Pompey married Julia, Caesar's only daughter.

As consul, Caesar worked for some new laws that eased the overcrowding in Rome and other cities. He was rewarded by being made governor of Gaul, located in modern France. He took command of the Roman armies there, determined to extend Roman control of the area. It took several years, but he eventually conquered all of Gaul and part of Britain.

The victories brought Caesar riches, which he used to fund building projects in Rome—thus winning popularity in the city. He also made sure to create some effective propaganda in his own favor. He wrote *Commentaries on the Gallic Wars*, a history of his campaigns in Gaul. Throughout the book, he referred to himself as "Caesar" and not as "I." This made the history seem objective. He also made sure that "Caesar" got credit for all victories.

The situation in Rome, however, had changed. Julia had died, which removed one link between

Pompey and Caesar. Crassus had died as well. The two generals now became bitter rivals for power. The senate, controlled by Pompey, gave Caesar a difficult choice. It ordered him to give his armies to another general, and return to Rome if he wanted to stand for election to consul again. He decided to ignore the senate and lead his army into Italy. Years of civil war followed. Pompey was backed by many major political leaders. Caesar, however, had another resource: an experienced, tough army. Pompey fled Italy for the east, where Caesar won a major victory. Pompey then retreated further to Egypt. There he was treacherously killed by a one-time supporter, Ptolemy XIII (the pharaoh of Egypt and brother to Cleopatra). In 46 B.C., Caesar defeated another army in Africa, and the following year he won victory over the sons of Pompey in Spain. Caesar was named dictator for life. As supreme ruler of Rome, he passed many reforms. However, many senators opposed him. Some simply disliked him and resented his power. Others feared that he planned to make himself king. In February, 44 B.C., he presided over a festival. By plan, Mark Antony, a close ally, offered him a king's crown. The watching crowd stirred restlessly. When Caesar refused it, they cheered. Antony again offered it, Caesar again refused it, and the crowd cheered. Still, Caesar moved behind the scenes to try to have himself made king. He also prepared to lead an army east for more conquests. On his last day in Rome, one month after the festival, his planning came to an end. As he entered the senate, a group of senators fell on him. They stabbed him 23 times. He died, ironically, at the foot of a statue of Pompey.

## Questions

1. **Clarifying** How did Caesar show he was a brilliant general?
2. **Drawing Conclusions** How did Caesar use his success in Gaul to improve his political position in Rome?
3. **Determining Main Ideas** Why did the senators oppose Caesar?

CHAPTER  
**6**

Section 5

CONNECTIONS ACROSS TIME AND CULTURES

# Hellenistic Culture and Roman Culture

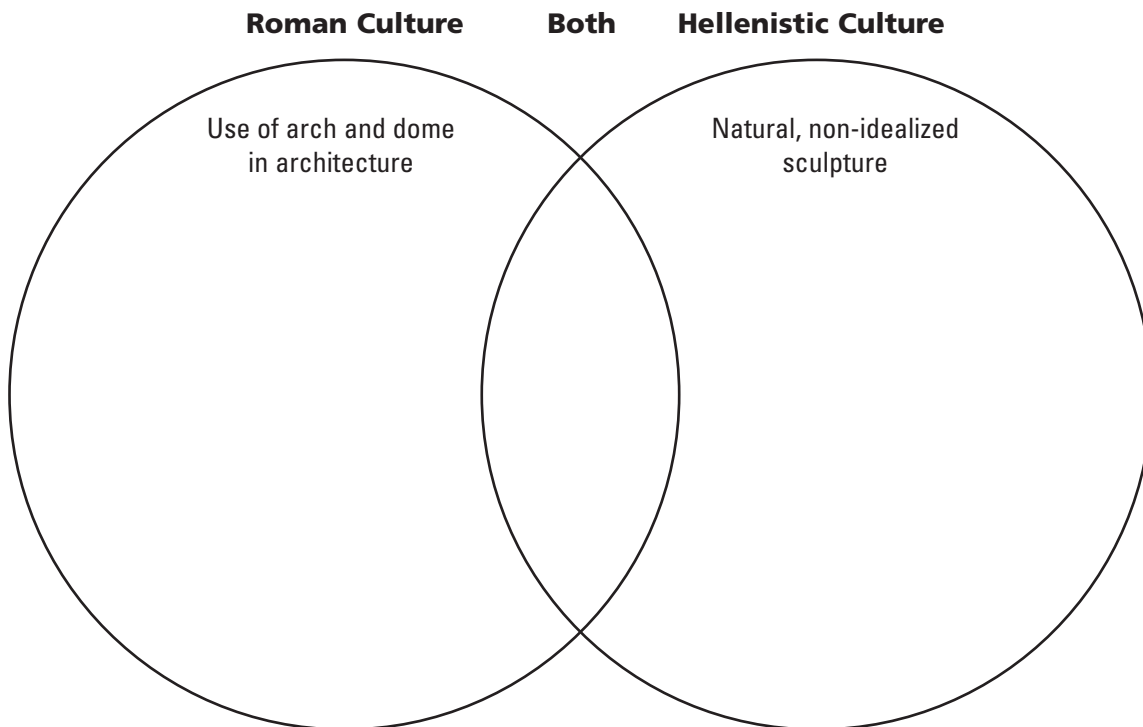
THEMATIC CONNECTION:

POWER AND AUTHORITY

*As you learned in Chapter 5, the Hellenistic culture emerged as elements of Greek culture blended with Egyptian, Persian, and Indian influences. As you learned in this chapter, the Romans preserved and expanded many Hellenistic values within their own culture and developed unique accomplishments of their own.*

- A.** Listed below are some of the major legacies of Hellenistic culture and of Roman culture. Use the Venn diagram to sort those cultural accomplishments. Two are already in their proper places. (One is shared by both cultures.) Then answer the question that follows.

| Cultural Accomplishments                                                                                                                                                                                                                 |                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Organized central government of a unified empire<br>2. Made discoveries in mathematics and physics<br>3. Influenced by Greek culture<br>4. Created philosophies of Stoicism and Epicureanism<br>5. Made realistic portrait sculptures | 6. Created system of law<br>7. Created fine mosaic art work<br>8. Built extensive system of roads<br>9. Created famous museum and library<br>10. Computed circumference of earth |



- B.** In your opinion, what is the main difference between Hellenistic culture and Roman culture?

CHAPTER  
**6**

Section 5

SCIENCE & TECHNOLOGY

# Roman Construction Technology

*The Colosseum was not the only example of Roman architectural genius. The Romans fashioned other buildings that were both monumental in size and contained new advances in structural engineering.*

Around A.D. 126, Emperor Hadrian sought to honor the Roman gods by building a great temple in their honor. He constructed the Pantheon, which comes from the Greek word *pantheion*, meaning place for all gods. It was actually built from a much smaller temple that had been erected in 27 B.C. by Marcus Agrippa, the nephew of Emperor Augustus. The Pantheon is a marvel of Roman engineering, and many of the techniques pioneered in its construction are still used today.

The front of the building includes three rows of massive Corinthian columns. Each column weighs 60 tons and is 41 feet high and five feet across. On top of these supports sits a huge triangular roof.

The masterpiece of the building is one of the largest domes made of stone and concrete ever built. It covers a circular chamber, or rotunda, that is proportioned like a perfect sphere. The chamber is 142 feet across, and the top of the ceiling is 142 feet high. The dome is massive. It weighs over 5,000 tons and has walls 20 feet wide at the base that taper to five feet at the top.

The dome was constructed by pouring increasingly smaller rings of concrete, one on top of another, into a series of wooden molds. In the Middle Ages, a popular story was told about how Hadrian schemed to have this temple completed as fast as possible. The story said that the Pantheon was built around a big mound of dirt, which gave the temple support during construction. Hadrian supposedly mixed gold coins in with that soil in order to speed the workers through the final stage of building. In an attempt to find the money, the workers would quickly remove the earth from inside the temple.

Hadrian left a 29-foot wide round opening at the top. This opening, called an oculus, let sunlight

stream into the chamber and illuminate the 140 shiny bronze panels set into the ceiling. One historian stated, “[The] opening. . . doubtlessly symbolized the all-seeing eye of heaven. The building is an exemplary statement of Hadrian’s world, ideated and symbolized—earth, sky, cosmos, empire—with all the Greco-Roman gods looking benevolently on Rome.”

## Questions

### Determining Main Ideas

1. What was Hadrian’s purpose for building the Pantheon?
2. What is the great architectural achievement of the Pantheon?
3. **Making Inferences** What aspect of the Pantheon might give you the feeling that it was a temple to honor the Roman gods?

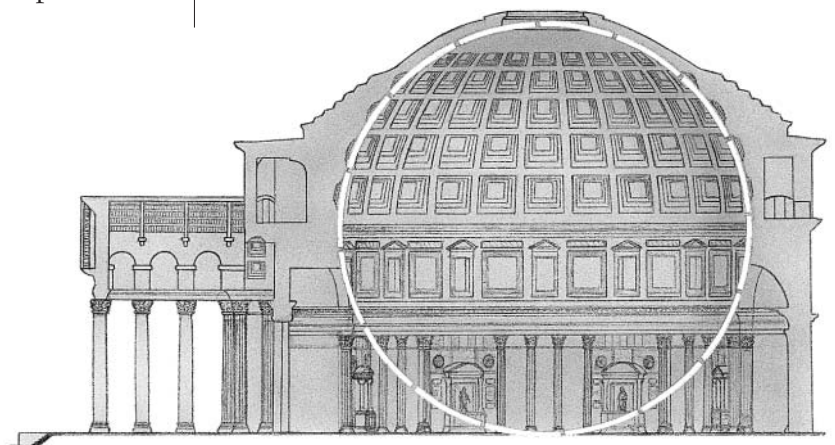


Illustration by Patrick Whelan.

Shown above is the Pantheon. The opening in the roof is the oculus, which floods the room with light. The chamber was proportioned like a perfect circle.



## Section 1

**RETEACHING ACTIVITY** *The Roman Republic****Determining Main Ideas***

The following questions deal with the early Roman republic. Answer them in the space provided.

1. What characterizes a republic as a form of government?

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2. What were the differences between the patricians and the plebians in the Roman republic?

---

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3. Who fought in the Punic Wars, what was the end result, and why was that end result significant?

---

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4. What actions showed that Hannibal was a brilliant military strategist?

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***Reading Comprehension***

Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                      |             |
|----------------------------------------------------------------------------------------------------------------------|-------------|
| _____ 5. commanded the army and directed the government of the Roman republic                                        | a. republic |
| _____ 6. aristocratic branch of Rome's government                                                                    | b. consuls  |
| _____ 7. in the Roman republic, a leader in times of crisis who had absolute power to make laws and command the army | c. legions  |
| _____ 8. government in which citizens have the right to vote                                                         | d. tribunes |
| _____ 9. large military unit of armed foot soldiers                                                                  | e. senate   |
| _____ 10. elected representatives of plebians                                                                        | f. dictator |

**CHAPTER**  
**6****Section 2****RETEACHING ACTIVITY** *The Roman Empire***Multiple Choice**

Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. All of the following factors contributed to the collapse of the Roman republic <i>except</i></p> <ul style="list-style-type: none"><li>a. widening gap between rich and poor.</li><li>b. outside invasion.</li><li>c. breakdown of the military.</li><li>d. a period of civil war.</li></ul> <p>_____ 2. The military leader who joined forces with Crassus and Pompey to dominate Rome was</p> <ul style="list-style-type: none"><li>a. Calpurnia.</li><li>b. Marcus Brutus.</li><li>c. Hannibal.</li><li>d. Julius Caesar.</li></ul> <p>_____ 3. The three men who ruled Rome for ten years beginning in 59 B.C. were referred to as a</p> <ul style="list-style-type: none"><li>a. trio.</li><li>b. consul.</li><li>c. triumvirate.</li><li>d. senate.</li></ul> <p>_____ 4. The second group of three rulers of Rome was</p> <ul style="list-style-type: none"><li>a. Octavian, Mark Antony, and Lepidus.</li><li>b. Octavian, Augustus, and Mark Antony.</li><li>c. Mark Antony, Lepidus, and Cleopatra.</li><li>d. Caesar, Mark Antony, and Cleopatra.</li></ul> | <p>_____ 5. Octavian eventually came to be called “exalted one,” or</p> <ul style="list-style-type: none"><li>a. Augustus.</li><li>b. dictator.</li><li>c. Pax Romana.</li><li>d. Caesar.</li></ul> <p>_____ 6. The period of peace and prosperity in the Roman Empire is known as the</p> <ul style="list-style-type: none"><li>a. Augustus.</li><li>b. Pax Romana.</li><li>c. triumvirate.</li><li>d. reform period.</li></ul> <p>_____ 7. The Roman values of discipline, strength, and loyalty characterized a person with the virtue of</p> <ul style="list-style-type: none"><li>a. <i>numina</i>.</li><li>b. <i>Pax Romana</i>.</li><li>c. <i>gravitas</i>.</li><li>d. wisdom.</li></ul> <p>_____ 8. Gladiators, or professional fighters who often fought to the death in public contests, were often drawn from</p> <ul style="list-style-type: none"><li>a. consuls.</li><li>b. tribunes.</li><li>c. the senate.</li><li>d. slaves.</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



CHAPTER

6

Section 3

RETEACHING ACTIVITY

The Rise of Christianity

Summarizing

Complete the chart below by summarizing information about the rise and spread of Christianity.

| Person(s)            | Role in Rise and Spread of Christianity |
|----------------------|-----------------------------------------|
| 1. Jesus of Nazareth |                                         |
| 2. apostles          |                                         |
| 3. Paul              |                                         |
| 4. Pontius Pilate    |                                         |
| 5. Constantine       |                                         |
| 6. Peter             |                                         |
| 7. Augustine         |                                         |

Reading Comprehension

Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- \_\_\_\_\_ 8. the dispersal of Jews when driven by the Romans from their homeland into exile

\_\_\_\_\_ 9. emphasized a personal relationship between God and people

\_\_\_\_\_ 10. declaration that made Christianity an approved religion in the Roman Empire

\_\_\_\_\_ 11. called the Messiah, or king, whom the Bible had said would come to save the Jews

\_\_\_\_\_ 12. father or head of the Christian Church

\_\_\_\_\_ 13. priest who supervised several local churches
- a. Christianity

b. bishop

c. pope

d. Diaspora

e. Edict of Milan

f. Jesus



**CHAPTER**  
**6****Section 4****RETEACHING ACTIVITY***The Fall of the Roman Empire****Determining Main Ideas***

Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

|                    |                |                   |
|--------------------|----------------|-------------------|
| Constantine        | Atila          | mercenaries       |
| Turkey             | East           | Huns              |
| Romulus Augustulus | inflation      | Egypt             |
| Persians           | Byzantine      | <i>Pax Romana</i> |
| legions            | Constantinople | North             |
| Byzantium          | West           | Diocletian        |

1. The end of the reign of Marcus Aurelius marked the end of two centuries of peace and prosperity known as the \_\_\_\_\_.
2. \_\_\_\_\_, a drastic drop in the value of money coupled with a rise in prices, helped weaken the Roman Empire.
3. Roman soldiers had become less loyal, so the government was forced to hire \_\_\_\_\_ to defend the empire.
4. A reform-minded emperor who divided the empire into two sections was \_\_\_\_\_.
5. \_\_\_\_\_ gained control of the western part of the empire in A.D. 312 and eventually secured control of the East as well.
6. Under Constantine, the capital of the empire was moved from Rome to \_\_\_\_\_, in what is now \_\_\_\_\_.
7. This new capital city eventually became known as \_\_\_\_\_.
8. When the empire was again divided, the portion that survived was the \_\_\_\_\_.
9. Mongol nomads, the \_\_\_\_\_, attacked the Germanic peoples on the northern borders of the empire, who in turn pushed into Roman lands and Rome itself.
10. The chieftain of the Mongol group, who now became a direct threat to Rome, was \_\_\_\_\_.
11. The last Roman emperor was \_\_\_\_\_.
12. The eastern half of the Roman Empire came to be called the \_\_\_\_\_ Empire.



CHAPTER  
**6**  
Section 5

**RETEACHING ACTIVITY***Rome and the Roots  
of Western Civilization****Determining Main Ideas***

The following questions focus on the legacy of Rome and its basis for Western Civilization. Answer them in the space provided.

1. What do historians mean when they refer to Greco-Roman culture?  
\_\_\_\_\_
2. How did Roman sculpture differ from Greek sculpture?  
\_\_\_\_\_
3. What is bas-relief?  
\_\_\_\_\_
4. What are mosaics?  
\_\_\_\_\_
5. What fate did the Roman town of Pompeii suffer? How did that event help to preserve many buildings and works of art there?  
\_\_\_\_\_  
\_\_\_\_\_
6. Name two Roman poets and an example of their works. \_\_\_\_\_  
\_\_\_\_\_
7. Name two Roman historians and explain how they differed. \_\_\_\_\_  
\_\_\_\_\_
8. What impact did the Latin language have? \_\_\_\_\_  
\_\_\_\_\_
9. How did Roman architecture affect western civilization: \_\_\_\_\_  
\_\_\_\_\_
10. What was Rome's most lasting and widespread legacy, and why?  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**7**

GUIDED READING *India's First Empires*

Section 1

**A. Following Chronological Order** As you read about the Mauryan and Gupta empires in India, take notes to answer the questions about the time line.  
(Some dates on the time line are approximate.)

|          |                                                                       |   |                                                                        |
|----------|-----------------------------------------------------------------------|---|------------------------------------------------------------------------|
| 321 B.C. | Chandragupta Maurya claims the throne and the Mauryan Dynasty begins. | → | 1. How did Chandragupta support his successful war efforts?            |
| 301 B.C. | Chandragupta's son assumes the throne.                                | → | 2. How did Chandragupta hold his vast empire together?                 |
| 269 B.C. | Asoka, Chandragupta's grandson, becomes king of the Mauryan Empire.   | → | 3. Why did Asoka wage war early in his reign?                          |
| 232 B.C. | Asoka dies and the empire begins to break up.                         | → | 4. How did Asoka show concern for his subjects' well-being?            |
| A.D. 320 | Chandra Gupta I becomes first Gupta emperor.                          | → | 5. What did Chandra Gupta I accomplish during his reign?               |
| A.D. 335 | Chandra Gupta's son Samudra becomes ruler.                            | → | 6. What did Samudra accomplish during his reign?                       |
| A.D. 375 | Chandra Gupta II becomes king.                                        | ↗ | 7. What was the significance of Chandra Gupta II's military victories? |
|          |                                                                       | ↘ | 8. What peaceful means did he use to strengthen his empire?            |

**B. Making Inferences** Explain how the terms **Tamil**, **matriarchal**, and **patriarchal** relate to daily life in India.

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## Section 2

## GUIDED READING

*Trade Spreads Indian Religions and Culture*

**A. Analyzing Issues** As you read about the ways that Indian culture changed and expanded between about 200 B.C. and A.D. 300, fill out the chart by writing notes in the appropriate spaces.

| Changes in Religious Thought                                          |  |
|-----------------------------------------------------------------------|--|
| 1. Note how Buddhism changed and identify two effects of this change. |  |
| 2. Note how Hinduism changed and identify two effects of this change. |  |

| Expansion of Culture                                                              |  |
|-----------------------------------------------------------------------------------|--|
| 3. Note at least two examples of the flowering of literature and performing arts. |  |
| 4. Note at least two examples of the flowering of science and mathematics.        |  |

| Expansion of Trade and Commerce                                                                                    |  |
|--------------------------------------------------------------------------------------------------------------------|--|
| 5. Note how development of the Silk Roads and increased sea trade contributed to the expansion of Indian commerce. |  |
| 6. Note two effects of the expansion of Indian trade.                                                              |  |

**B. Making Inferences** On the back of this paper, identify **Kalidasa** and **Mahayana**. Explain the importance of each to the spread of Indian culture.

CHAPTER  
**7**

## Section 3

GUIDED READING *Han Emperors in China*

**A. Summarizing** As you read about the Han Dynasty, take notes to fill in the charts.

| Ruler         | Objectives                                                                                                                       | How objectives were accomplished |
|---------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 1. Liu Bang   | <ul style="list-style-type: none"> <li>• Destroy rivals' power</li> <li>• Win popular support</li> </ul>                         |                                  |
| 2. Empress Lü | <ul style="list-style-type: none"> <li>• Keep control of throne</li> </ul>                                                       |                                  |
| 3. Wudi       | <ul style="list-style-type: none"> <li>• Expand Chinese Empire</li> <li>• Appoint qualified people to government jobs</li> </ul> |                                  |
| 4. Wang Mang  | <ul style="list-style-type: none"> <li>• Restore order and bring the country under control</li> </ul>                            |                                  |

**B. Analyzing Causes and Recognizing Effects** Use information from Section 3 to identify some results of each situation or event.

| Situation or Event                                                          | Result(s) |
|-----------------------------------------------------------------------------|-----------|
| 5. Paper is invented.                                                       |           |
| 6. Government makes techniques of silk production a closely guarded secret. |           |
| 7. Territorial expansion brings people of many cultures under Chinese rule. |           |
| 8. Gap between rich and poor increases.                                     |           |

**C. Clarifying** On the back of this paper, define the following terms and explain how they relate to the Han Dynasty.

centralized government

civil service

monopoly

assimilation



## BUILDING VOCABULARY

# India and China

## Establish Empires

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                                 |                                                                                         |
|---------------------------------|-----------------------------------------------------------------------------------------|
| _____ 1. Mauryan Empire         | a. empire that oversaw a great flowering of Indian civilization                         |
| _____ 2. Asoka                  | b. process of making conquered people part of the prevailing culture                    |
| _____ 3. Gupta Empire           | c. Indian king who promoted religious toleration                                        |
| _____ 4. Han Dynasty            | d. empire that helped unify Chinese culture                                             |
| _____ 5. centralized government | e. language and people of southern India                                                |
| _____ 6. assimilation           | f. system in which a central authority controls the running of the state                |
| _____ 7. monopoly               | g. exclusive control by one group over the production and distribution of certain goods |
| _____ 8. Tamil                  | h. empire that united north India politically for the first time                        |

**B. Completion** Select the term or name that best completes the sentence.

|                      |             |           |               |
|----------------------|-------------|-----------|---------------|
| religious toleration | matriarchal | Theravada | Silk Roads    |
| patriarchial         | Mahayana    | Kalidasa  | civil service |

- Caravan trails that crossed Asia carrying Chinese silk to the West were called the \_\_\_\_\_.
- In ancient China, \_\_\_\_\_ jobs were government jobs that civilians obtained by taking examinations.
- In ancient India, Buddhists who adhered to the Buddha's strict, original teachings belonged to the \_\_\_\_\_.
- One of the greatest writers of ancient India was \_\_\_\_\_.
- Most Indian families were \_\_\_\_\_, which means headed by the eldest male.
- Some Tamil families were \_\_\_\_\_, or headed by the mother rather than the father.

**C. Writing** Use each of the following terms correctly in a brief travelogue describing ancient Indian art.

stupas      Brahma      Vishnu      Shiva

**CHAPTER**  
**7****Section 3****SKILLBUILDER PRACTICE** *Determining Main Ideas*

*A main idea is a statement that summarizes the main point of a speech, an article, a section of a book, or a paragraph. Sometimes main ideas are stated clearly. Other times readers must figure out the main idea by studying the entire passage. Read the two excerpts below and write the main idea on the line that follows. (See Skillbuilder Handbook.)*

**India and China Establish Empires**

Asoka became king of the Mauryan Empire in India in 269 B.C. At first, he followed Kautilya's philosophy of waging war to expand his power. He led a long campaign against his neighbors to the southeast in the state of Kalinga. During this bloody war, 100,000 soldiers were slain and even more civilians perished. Although victorious, Asoka felt sorrow over the slaughter at Kalinga. As a result, he studied Buddhism and decide to rule by Buddha's teaching of nonviolence and "peace to all beings." Throughout the empire, Asoka erected huge stone pillars inscribed with his new policies. Some edicts guaranteed that Asoka would treat his subjects fairly and humanely. Others preached nonviolence and acceptance of people who held different beliefs.

1. Main Idea: \_\_\_\_\_

\_\_\_\_\_

When Emperor Liu Bang of China died in 195 B.C., his young son became emperor, but in name only. The real ruler was the boy's mother, Empress Lü. Although Lü had not been Liu Bang's only wife, she had powerful friends at court who helped her seize power. The empress outlived her son and retained control of the throne by naming first one infant and then another as emperor. Because the infants were too young to rule, she remained in control. When Empress Lü died in 180 B.C., people who remained loyal to Liu Bang's family, rather than to Lü's family, came back into power. They rid the palace of the old empress's relatives by executing them. Such palace plots occurred often during the Han Dynasty.

2. Main Idea: \_\_\_\_\_

\_\_\_\_\_



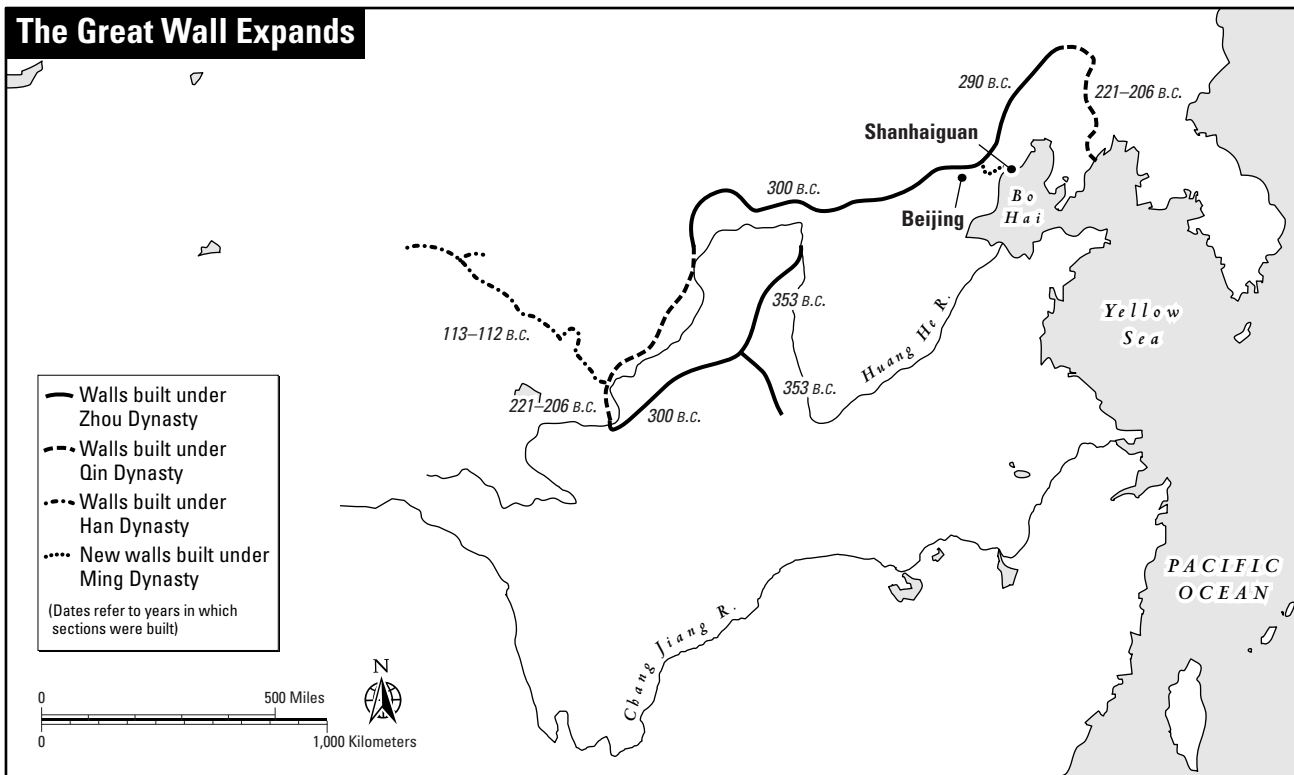
**CHAPTER**  
**7****Section 3****GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION***The Great Wall of China*

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

Beginning in the fourth century B.C., local rulers in China began building a dirt-and-rubble-filled stone wall to protect their lands against raids from outsiders. The Zhou, Qin, and Han dynasties built the majority of the wall.

However, after the Han Dynasty, much of the wall was allowed to decay for nearly 1,500 years. Finally, during the Ming Dynasty of A.D. 1368–1644, wide-scale restoration on the wall began on sections along the once nearly 4,600 mile structure. However, the section of the wall northeast of Beijing had deteriorated so badly that it was abandoned, and a new section of the wall was constructed almost straight east of Beijing. As a result, today the wall ends at Shanhaiguan, a city on the Bo Hai gulf. Most of the Great Wall depicted in modern photographs consists of relatively short rebuilt sections around Beijing in which improved construction methods were used.

The Great Wall has been the subject of many myths and misconceptions. One misconception is that the entire wall is wide enough that six horse riders moving side by side could have ridden it. But the wall is that wide only in a few areas. Also, the passageways to the top of the wall through the watch towers (there are nearly 25,000 of them along the wall) are too narrow for horses to pass through. Second, there is popular belief that the wall is visible from the moon. It is not, though some sections of the wall have been viewed by astronauts orbiting the earth. The entire wall cannot be seen because over the centuries large sections of it have been reduced to piles of mud. Other sections have become so overgrown with vegetation that they have blended in with natural terrain.

**The Great Wall Expands**

**Interpreting Text and Visuals**

1. What do the four kinds of lines that depict the Great Wall refer to? \_\_\_\_\_

2. What do the dates next to nearly all sections of the wall show? \_\_\_\_\_

3. What very short section of the wall is not dated? \_\_\_\_\_

What does the lack of dates indicate? \_\_\_\_\_

4. Which dates fall within the Zhou Dynasty? \_\_\_\_\_

Which dates fall within the Qin Dynasty? \_\_\_\_\_

Which dates fall within the Han Dynasty? \_\_\_\_\_

5. What was the Han Dynasty's particular contribution to the Great Wall construction? \_\_\_\_\_

6. Today a section of the Great Wall is referred to as the Interior Great Wall. Find it on the map and account for that description. \_\_\_\_\_

Which are older—sections of the Interior or Exterior Great Wall? \_\_\_\_\_

7. How does the easternmost section of the Great Wall as it is seen today differ from the wall as seen in 200 B.C.? \_\_\_\_\_



## Section 1

**PRIMARY SOURCE** *from Arthasastra*  
by Kautilya

*Kautilya, Chandragupta Maurya's adviser, wrote a practical guide to politics called the Arthasastra. As you read this passage from Chapter 20 of the handbook, think about what Kautilya recommends a ruler should do to insure his personal safety.*

The ruler should employ as his security staff only such persons as have noble and proven ancestry and are closely related to him and are well trained and loyal. No foreigners, or anonymous persons, or persons with clouded antecedents are to be employed as security staff for the ruler.

In a securely guarded chamber, the chief should supervise the ruler's food arrangements.

Special precautions are to be taken against contaminated and poisoned food. The following reveal poison: rice sending out deep blue vapour; unnaturally coloured and artificially dried-up and hard vegetables; unusually bright and dull vessels; foamy vessels; streaky soups, milk and liquor; white streaked honey; strange-tempered food; carpets and curtains stained with dark spots and threadbare; polishless and lustreless metallic vessels and gems.

The poisoner reveals himself by parched and dry mouth, hesitating talk, perspiration, tremour, yawning, evasive demeanour and nervous behaviour.

Experts in poison detection should be in attendance on the ruler. The physicians attending the ruler should satisfy themselves personally as to the purity of the drugs which they administer to the ruler. The same precaution is indicated for liquor and beverages which the ruler uses. Scrupulous cleanliness should be insisted on in persons in charge of the ruler's dress and toilet requisites. This should be ensured by seals. . . .

In any entertainment meant for the amusement of the ruler, the actors should not use weapons, fire and poison. Musical instruments and accoutrements for horses, elephants and vehicles should be secured in the palace.

The ruler should mount beasts and vehicles only after the traditional rider or driver has done so. If he has to travel in a boat, the pilot should be trust-

worthy and the boat itself secured to another boat. There should be a proper convoy on land or water guarding the ruler. He should swim only in rivers which are free of larger fishes and crocodiles and hunt in forests free from snakes, man-eaters and brigands.

He should give private audience only attended by his security guards. He should receive foreign ambassadors in his full ministerial council. While reviewing his militia, the ruler should also attend in full battle uniform and be on horseback or on the back of an elephant. When he enters or exits from the capital city, the path of the ruler should be guarded by staffed officers and cleared of armed men, mendicants and the suspicious. He should attend public performances, festivals, processions or religious gatherings accompanied by trained bodyguards. The ruler should guard his own person with the same care with which he secures the safety of those around him through espionage arrangements.

*from William H. McNeill and Jean W. Sedlar, eds., Classical India (New York: Oxford University Press, 1969), 20–36. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. 1 (New York: HarperCollins Publishers, 1988), 64.*

## Activity Options

1. **Clarifying** Write a list of safety tips based on the *Arthasastra*. Then discuss with classmates which of these tips might be of use to modern politicians.
2. **Drawing Conclusions** Draw an illustration that might be used in this manual.

CHAPTER  
**7**

Section 2

PRIMARY SOURCE *from the Purānas*

*A new collection of popular religious literature, the Purānas, emerged as Hinduism changed and became a more personal religion. The following text, which is written in the form of a dialogue between a teacher and his student, describes characteristics of those who worship Vishnu, one of the three most important gods of Hinduism. According to the Purānas, how does a person who worships Vishnu behave?*

***Praise of Vishnu's Worshipers***

“Tell me, master, how am I to distinguish the worshipper of Hari [Vishnu], who is the protector of all beings?” Yama replied: “You are to consider the worshipper of Vishnu him who never deviates from the duties prescribed to his caste; who looks with equal indifference upon friend or enemy; who takes nothing, nor injures any being. Know that person of unblemished mind to be a worshipper of Vishnu. Know him to be a devout worshipper of Hari, who has placed Janārdana [Vishnu] in his pure mind, which has been freed from fascination, and whose soul is undefiled by the soil of the Kali age [the present evil age of humanity]. Know that excellent man to be a worshipper of Vishnu, who, looking upon gold in secret, holds that which is another's wealth but as grass, and devotes all his thoughts to the lord. Pure is he as a mountain of clear crystal: for how can Vishnu abide in the hearts of men with malice, and envy, and other evil passions? The flowing heat of fire abides not in a cluster of the cooling rays of the moon. He who lives pure in thought, free from malice, contented, leading a holy life, feeling tenderness for all creatures, speaking wisely and kindly, humble and sincere, has Vāsudeva [Vishnu] ever present in his heart.

As the young Sāla-tree, by its beauty, declares the excellence of the juices which it has imbibed from the earth, so, when the eternal has taken up his abode in the bosom of any one, that man is lovely amidst the beings of this world.

Depart quickly from those men whose sins have been dispersed by moral and spiritual merit, whose minds are daily dedicated to the imperceptible deity, and who are exempt from pride, uncharitableness, and malice.

In the heart in which the divine Hari, who is without beginning or end, abides, armed with a sword, a shell, and a mace, sin cannot remain; for it cannot coexist with that which destroys it: as darkness cannot continue in the world, when the sun is shining. The eternal makes not his abode in the heart of that man who covets another's wealth, who injures living creatures, who speaks harshness and untruth, who is proud of his iniquity, and whose mind is evil. Janārdana occupies not his thoughts who envies another's prosperity, who calumniates [makes false statements about] the virtuous, who never sacrifices, nor bestows gifts upon the pious, who is blinded by the property of darkness.

That vile wretch is no worshipper of Vishnu, who, through avarice, is unkind to his nearest friends and relations, to his wife, children, parents, and dependents. The brute-like man whose thoughts are evil, who is addicted to unrighteous acts, who ever seeks the society of the wicked, and suffers no day to pass without the perpetration of crime, is no worshipper of Vāsudeva.

*from H.H. Wilson, The Vishnu Purana (London: Trübner, 1864), 76–78. Reprinted in Louis Renou, ed., Hinduism (New York: George Braziller, 1962), 171–172.*

**Discussion Questions**

1. **Determining Main Ideas** According to Yama, what kind of person worships Vishnu?
2. **Drawing Conclusions** What kind of person does not worship Vishnu?
3. **Making Inferences** How does this selection reflect the changes that took place in Hinduism between the Maurya and Gupta empires?



## Section 3

**PRIMARY SOURCE** *from Lessons for Women*  
by Ban Zhao

*Chinese scholar Ban Zhao (A.D. 45?–120?) served as the unofficial imperial historian to Emperor Ho and taught history, classical writing, astronomy, and math to Empress Teng and her ladies-in-waiting. She wrote Lessons for Women, from which this excerpt is taken, to advise first-century Chinese women on how to behave properly. According to Ban Zhao, what was a woman's role?*

## Introduction

I, the unworthy writer, am unsophisticated, unenlightened, and by nature unintelligent, but I am fortunate both to have received not a little favor from my scholarly father, and to have had a (cultured) mother and instructresses upon whom to rely for a literary education as well as for training in good manners. More than forty years have passed since at the age of fourteen I took up the dustpan and the broom in the Ts'ao family. During this time with trembling heart I feared constantly that I might disgrace my parents, and that I might multiply difficulties for both the women and the men (of my husband's family). Day and night I was distressed in heart, (but) I labored without confessing weariness. Now and hereafter, however, I know how to escape (from such fears).

Being careless, and by nature stupid, I taught and trained (my children) without system. Consequently I fear that my son Ku may bring disgrace upon the Imperial Dynasty by whose Holy Grace he has unprecedentedly received the extraordinary privilege of wearing the Gold and the Purple, a privilege for the attainment of which (by my son, I) a humble subject never even hoped. Nevertheless, now that he is a man and able to plan his own life, I need not again have concern for him. But I do grieve that you, my daughters, just now at the age for marriage, have not at this time had gradual training and advice; that you still have not learned the proper customs for married women. I fear that by failure in good manners in other families you will humiliate both your ancestors and your clan. I am now seriously ill, life is uncertain. As I have thought of you all in so untrained a state, I have been uneasy many a time for you. At hours of leisure I have composed in seven chapters these instructions under the title, "Lessons for Women." In order that you may have something wherewith to benefit your persons, I wish every one of you, my daughters, each to write out a copy for yourself.

From this time on every one of you strive to practise these (lessons).

## Chapter I Humility

On the third day after the birth of a girl the ancients observed three customs: (first) to place the baby below the bed; (second) to give her a potsherd [piece of broken pottery] with which to play; and (third) to announce her birth to her ancestors by an offering. Now to lay the baby below the bed plainly indicated that she is lowly and weak, and should regard it as her primary duty to humble herself before others. To give her potsherds with which to play indubitably [without doubt] signified that she should practise labor and consider it her primary duty to be industrious. To announce her birth before her ancestors clearly meant that she ought to esteem as her primary duty the continuation of the observance of worship in the home.

These three ancient customs epitomize a woman's ordinary way of life and the teachings of the traditional ceremonial rites and regulations. Let a woman modestly yield to others; let her respect others; let her put others first, herself last. Should she do something good, let her not mention it; should she do something bad, let her not deny it. Let her bear disgrace; let her even endure when others speak or do evil to her. Always let her seem to tremble and to fear. (When a woman follows such maxims as these,) then she may be said to humble herself before others.

Let a woman retire late to bed, but rise early to duties; let her not dread tasks by day or by night. Let her not refuse to perform domestic duties whether easy or difficult. That which must be done, let her finish completely, tidily, and systematically. (When a woman follows such rules as these,) then she may be said to be industrious.

Let a woman be correct in manner and upright in character in order to serve her husband. Let her

live in purity and quietness (of spirit), and attend to her own affairs. Let her love not gossip and silly laughter. Let her cleanse and purify and arrange in order the wine and the food for the offerings to the ancestors. (When a woman observes such principles as these,) then she may be said to continue ancestral worship.

No woman who observes these three (fundamentals of life) has ever had a bad reputation or has fallen into disgrace. If a woman fail to observe them, how can her name be honored; how can she but bring disgrace upon herself?

## **Chapter IV** **Womanly Qualifications**

A woman (ought to) have four qualifications: (1) womanly virtue; (2) womanly words; (3) womanly bearing; and (4) womanly work. Now what is called womanly virtue need not be brilliant ability, exceptionally different from others. Womanly words need be neither clever in debate nor keen in conversation. Womanly appearance requires neither a pretty nor a perfect face and form. Womanly work need not be work done more skillfully than that of others.

To guard carefully her chastity; to control circumspectly her behavior; in every motion to exhibit modesty; and to model each act on the best usage, this is womanly virtue.

To choose her words with care; to avoid vulgar language; to speak at appropriate times; and not to weary others (with much conversation), may be

called the characteristics of womanly words.

To wash and scrub filth away; to keep clothes and ornaments fresh and clean; to wash the head and bathe the body regularly, and to keep the person free from disgraceful filth, may be called the characteristics of womanly bearing.

With whole-hearted devotion to sew and to weave; to love not gossip and silly laughter; in cleanliness and order (to prepare) the wine and food for serving guests, may be called the characteristics of womanly work.

These four qualifications characterize the greatest virtue of a woman. No woman can afford to be without them. In fact they are very easy to possess if a woman only treasure them in her heart. The ancients had a saying: "Is Love afar off? If I desire love, then love is at hand!" So can it be said of these qualifications.

*from Nancy Lee Swann, Pan Chao: Foremost Woman Scholar of China* (New York: The Century Co., 1932), 82–87. Reprinted in Peter N. Stearns, ed., *Documents in World History*, Vol. 1 (New York: Harper Collins Publishers, 1988), 52–55.

## **Discussion Questions**

1. **Determining Main Ideas** How did Ban Zhao teach Chinese women to behave?
2. **Drawing Conclusions** According to Ban Zhao, what would happen to women who did not follow her "lessons"?
3. **Making Inferences** Would Ban Zhao's lessons be apt for American women today? Why or why not?





## Section 1

**LITERATURE SELECTION** *from the Panchatantra*  
by Vishmusharmam

According to tradition, a Brahman named Vishmusharmam was given six months to teach the art of statecraft to two spoiled young princes. Vishmusharmam wrote a series of 87 witty stories to help him instruct the princes. Known as the Panchatantra or Five Books, these stories were written sometime between 200 B.C. and A.D. 500. What moral lesson does the following story, “The Lion-Makers,” teach?

## The Lion-Makers

In a certain town were four Brahmins who lived in friendship. Three of them had reached the far shore of all scholarship, but lacked sense. The other found scholarship distasteful; he had nothing but sense.

One day they met for consultation. “What is the use of attainments,” said they, “if one does not travel, win the favor of kings, and acquire money? Whatever we do, let us all travel.”

But when they had gone a little way, the eldest of them said: “One of us, the fourth, is a dullard, having nothing but sense. Now nobody gains the favorable attention of kings by simple sense without scholarship. Therefore we will not share our earnings with him. Let him turn back and go home.”

Then the second said: “My intelligent friend, you lack scholarship. Please go home.” But the third said: “No, no. This is no way to behave. For we have played together since we were little boys. Come along, my noble friend. You shall have a share of the money we earn.”

With this agreement they continued their journey, and in a forest they found the bones of a dead lion. Thereupon one of them said: “A good opportunity to test the ripeness of our scholarship. Here lies some kind of creature, dead. Let us bring it to life by means of the scholarship we have honestly won.”

Then the first said: “I know how to assemble the skeleton.” The second said: “I can supply skin, flesh, and blood.” The third said: “I can give it life.”

So the first assembled the skeleton, the second provided skin, flesh, and blood. But while the third

was intent on giving the breath of life, the man of sense advised against it, remarking: “This is a lion. If you bring him to life, he will kill every one of us.”

“You simpleton!” said the other, “it is not I who will reduce scholarship to a nullity.” “In that case,” came the reply, “wait a moment, while I climb this convenient tree.”

When this had been done, the lion was brought to life, rose up, and killed all three. But the man of sense, after the lion had gone elsewhere, climbed down and went home.

“And that is why I say:  
Scholarship is less than sense;  
Therefore seek intelligence:  
Senseless scholars in their pride  
Made a lion; then they died.”

from Arthur W. Ryder, trans., *The Panchatantra* (Chicago: University of Chicago Press). Reprinted in Lin Yutang, ed., *The Wisdom of China and India* (New York: Random House, 1942), 276–277.

## Discussion Questions

### Determining Main Ideas

1. Why did the four Brahmins decide to travel?
2. Why did the man of sense advise against bringing the lion back to life?
3. **Categorizing** The stories in the *Panchatantra* are grouped into five categories—Loss of Friends, Winning of Friends, Crows and Owls (international relations), Loss of Gains, and Ill-Considered Action. In which category would you place “The Lion-Makers”? Why?

“The Lion-Makers,” from *The Panchatantra*, translated by Arthur W. Ryder. Copyright 1925 by The University of Chicago. Copyright renewed 1953 by Mary E. Ryder and Winifred Ryder. All rights reserved. Used by permission of The University of Chicago Press.



CHAPTER  
**7**

Section 2

LITERATURE SELECTION *from Shakuntala*  
by Kalidasa

*Kalidasa was a poet and playwright who probably lived in the fifth century in India. His most famous play, Shakuntala, tells the story of a young girl who marries King Dushyanta. Because of an enemy's curse, the king forgets his wife and will only recognize her again by means of a ring that he gave to her. Unfortunately, Shakuntala drops the ring in the Ganges River while she is worshipping. Who finds the ring in this scene from Act VI?*

**Act VI**  
**Separation from Shakuntala**

*Scene I.—In the street before the Palace  
(Enter the chief of police, two policemen, and a  
man with his hands bound behind his back.)*

THE TWO POLICEMEN (striking the man): Now, pick-pocket, tell us where you found this ring. It is the king's ring, with letters engraved on it, and it has a magnificent great gem.

FISHERMAN (showing fright): Be merciful, kind gentlemen. I am not guilty of such a crime.

FIRST POLICEMAN: No, I suppose the king thought you were a pious Brahman, and made you a present of it.

FISHERMAN: Listen, please. I am a fisherman, and I live on the Ganges, at the spot where Indra came down.

SECOND POLICEMAN: You thief, we didn't ask for your address or your social position.

CHIEF: Let him tell a straight story, Suchaka. Don't interrupt.

THE TWO POLICEMEN: Yes, chief. Talk, man, talk.

FISHERMAN: I support my family with things you catch fish with—nets, you know, and hooks, and things.

CHIEF (laughing): You have a sweet trade.

FISHERMAN: Don't say that, master.

You can't give up a lowdown trade  
That your ancestors began;  
A butcher butchers things, and yet  
He's the tenderest-hearted man.

CHIEF: Go on. Go on.

FISHERMAN: Well, one day I was cutting up a carp. In its maw I see this ring with the magnificent great gem. And then I was just trying to sell it here when you kind gentlemen grabbed me.

That is the only way I got it. Now kill me, or find fault with me.

CHIEF (smelling the ring): There is no doubt about it, Januka. It has been in a fish's maw. It has the real perfume of raw meat. Now we have to find out how he got it. We must go to the palace.

THE TWO POLICEMEN (to the fisherman): Move on, you cutpurse, move on. (They walk about.)

CHIEF: Suchaka, wait here at the big gate until I come out of the palace. And don't get careless.

THE TWO POLICEMEN: Go in, chief. I hope the king will be nice to you.

CHIEF: Good-bye. (Exit.)

SUCHAKA: Januka, the chief is taking his time.

JANUKA: You can't just drop in on a king.

SUCHAKA: Januka, my fingers are itching (indicating the fisherman) to kill this cutpurse.

FISHERMAN: Don't kill a man without any reason, master.

JANUKA (looking ahead): There is the chief, with a written order from the king. (To the fisherman.) Now you will see your family, or else you will feed the crows and jackals. (Enter the chief.)

CHIEF: Quick! Quick! (He breaks off.)

FISHERMAN: Oh, oh! I'm a dead man. (He shows dejection.)

CHIEF: Release him, you. Release the fishnet fellow. It is all right, his getting the ring. Our king told me so himself.

SUCHAKA: All right, chief. He is a dead man come back to life. (He releases the fisherman.)

FISHERMAN (bowing low to the chief): Master, I owe you my life. (He falls at his feet.)

CHIEF: Get up, get up! Here is a reward that the king was kind enough to give you. It is worth as much as the ring. Take it. (He hands the fisherman a bracelet.)

***“Don't kill a man  
without any reason,  
master.”***

FISHERMAN (joyfully taking it): Much obliged.

JANUKA: He is much obliged to the king. Just as if he had been taken from the stake and put on an elephant's back.

SUCHAKA: Chief, the reward shows that the king thought a lot of the ring. The gem must be worth something.

CHIEF: No, it wasn't the fine gem that pleased the king. It was this way.

THE TWO POLICEMEN: Well?

CHIEF: I think, when the king saw it, he remembered somebody he loves. You know how dignified he is usually. But as soon as he saw it, he broke down for a moment.

SUCHAKA: You have done the king a good turn, chief.

JANUKA: All for the sake of this fish-killer, it seems to me. (He looks enviously at the fisherman.)

FISHERMAN: Take half of it, masters, to pay for something to drink.

JANUKA: Fisherman, you are the biggest and best friend I've got. The first thing we want, is all the brandy we can hold. Let's go where they keep it. (*Exeunt omnes.*)

from Arthur W. Ryder, trans., *Shakuntala and Other Writings by Kalidasa*, (New York: E. P. Dutton & Co., Inc., 1959), 63–65.

## Activity Options

1. **Summarizing** With a small group of classmates, rehearse and then perform this scene.
2. **Synthesizing** As either Suchaka or Januka, write up the police report about this incident. Share your report with classmates.

**CHAPTER**  
**7****HISTORYMAKERS****Chandra Gupta II**  
*“Sun of Prowess”***Section 1**

*“The inhabitants are rich and prosperous, and vie with each other in the practice of benevolence and righteousness.”—Faxian, on India under Chandra Gupta II*

The Gupta Empire began in A.D. 320 and marked the start of India’s golden age. One historian, looking at the chaos seen in the Roman world and China at the same time, said it was “possibly the happiest and most civilized region in the world.” Samudra Gupta, his son Chandra Gupta II, and his grandson Kumara Gupta each ruled India for about 40 years. Chandra Gupta II helped the empire flourish. A skillful warrior, he expanded India until it reached its greatest extent. During his reign, he also saw many people complete great works of drama, poetry, and art, while scholars reached new heights in learning. Chandra Gupta II came to the throne in 375. The new emperor proved that he had his father’s military ability. When he took the throne, the Gupta Empire stretched along the north of India from the mouth of the Ganges River at the Bay of Bengal to central India. In just over a decade, Chandra Gupta had conquered the land of the Sakas to the west. These victories gave the empire the important cities of Gujarat and Ujjain. Gujarat was one of several important ports on the Arabian Sea. By taking them, the Gupta Empire now had access to the rich trade of Southwest Asia and points west. Trade goods moved north from these ports to Ujjain. However, this ancient city was more than just an important trading center. It was one of the seven sacred cities of Hinduism. With his conquests Chandra Gupta added a name—Vikramaditya, or “Sun of Prowess.” The name was linked to a legendary ruler of Ujjain who had fought the Sakas centuries before. Afterward, many stories about the great achievements of Vikramaditya were still remembered in northern India. Along with taking this legendary name, Chandra Gupta also tried to enhance his standing using images. The coins of his reign show him enjoying the favorite pastime of Indian kings—fighting lions single-handedly. However, the emperor did not need such heavy-handed public relations work. His rule was a glorious time for India. The empire was at peace. The imperial treasury was full and growing richer

with increased trade. Royal officials received a fixed salary, which cut down on the chance that they would seek bribes.

Faxian, a traveler from China who spent several years in the emperor’s lands, was impressed by how content the people were. Under the previous Maurya Empire, secret police had roamed the land, keeping a watchful eye on the people. Under Chandra Gupta, people were largely left alone. This was even true in the realm of religion. Although the emperor was a devout Hindu, Buddhists were not bothered.

Chandra Gupta also supported the arts. The emperor himself backed Kalidasa, the leading playwright of India who produced plays for the imperial court each year. Fables and fairy tales from the period later traveled to other lands and influenced such works as *A Thousand and One Nights*. In addition, poets wrote intricate and complex poems that showed great creativity. One person actually wrote one that had a certain meaning when read left to right and another when read right to left. In science the Gupta Age saw remarkable achievements. Astronomers concluded that the earth was round and that it rotated. Mathematicians worked with negative numbers and quadratic equations. They also created two mathematical concepts that would later spread around the world: the idea of zero and the use of what are now called Arabic numbers. With all the achievements of his time, Chandra Gupta II was truly a “Sun of Prowess.”

**Questions**

1. **Making Inferences** Why would it help the empire to have only a few rulers who ruled for long periods of time?
2. **Analyzing Causes and Recognizing Effects** How did Chandra Gupta’s conquests help his empire?
3. **Analyzing Primary and Secondary Sources** Why would a ruler like Chandra Gupta change his name and issue coins showing him fighting lions?



## Section 3

## HISTORYMAKERS

## Wudi

*A Long Reign of Change*

*"[Wudi's] reign was the high point of Han power, prestige, and morale."  
—historian Charles Hucker*

The Han emperor Wudi took the throne in 141 B.C. as a young man full of energy, confidence, and plans. He died 54 years later, having achieved one of the longest rules in Chinese history. He is known for far more than the length of his reign, however. Wudi made profound changes on Chinese society—changes that had an impact long after his death.

Wudi was an unlikely emperor. He was the eleventh son of emperor Chingdi and had many brothers with better claims to the throne. However, a group of court officials convinced Chingdi to name the boy as his successor. Before Wudi there had been five Han emperors, all of whom had ruled cautiously. Wudi took a different approach.

First, he moved to break the power of the local nobles. He began by draining their wealth with heavy financial burdens. Nobles were required, for instance, to give certain gifts to the emperor to show their loyalty. But those gifts could only be purchased from the royal treasury at extremely high prices. The emperor also took a direct approach, seizing the land of many lords. Those who escaped these two actions faced a third. Wudi ordered that, upon the death of a land owner, all his property was to be divided equally among all his sons. With this, large estates were broken up by the passing of each generation.

The emperor acted against merchants and traders as well. Under previous rulers, trade had thrived. Many business owners had built huge fortunes, especially in the trade of iron, salt, liquor, and grain. Wudi put the imperial state in charge of all these goods. He then taxed these products heavily to increase the flow of funds into the royal treasury.

The emperor also increased his hold on government officials. He created a new system that ignored the nobles who had previously run the government. Instead, he used scholars trained in the ideas of Confucius. He formed schools throughout the empire to teach these ideas. Now, through a system of recommendations, able men could rise to high office.

Wudi also adopted Confucianism as the state religion. This move had a profound impact on later Chinese society. The Confucian emphasis on acting

out important rituals became a central part of Chinese government and religion.

Finally, Wudi worked to expand Han China. For 18 years his soldiers fought against the Xiongnu nomads to the north. The emperor followed up his victories by sending Chinese settlers to conquered areas. He sent about 700,000 people to live in colonies that extended Han China into central Asia.

The emperor also made arrangements with the rulers there. They were forced to admit the superiority of China and pay tribute. They were also instructed to send a son to the Chinese court. The sons were educated in Chinese ideas and were, in effect, hostages that ensured that their fathers would cooperate. With these steps, Wudi established a pattern of relations with foreign powers that the Chinese followed for many future centuries.

Wudi expanded Han influence to other areas as well. The Chinese took much of Korea and moved into what is now Vietnam. Along with political control, the Han brought in their culture. While Korea and Vietnam modified Chinese ideas and practices, they were still strongly influenced by them.

Late in his reign, Wudi's policies backfired. Heavy spending on wars—and on the luxuries of his lifestyle—reduced the treasury. For three generations Han emperors had built a huge surplus of money. Wudi spent it all. His aggressive tax and business policies did more than break the power of the merchants. They also slowed the economy.

The aging emperor had other troubles as well. In 91 B.C., after 50 years of rule, he was shocked to hear that the son he had named to follow him was accused of witchcraft against him. Wudi died four years later.

## Questions

1. **Identifying Problems and Solutions** How did Wudi reduce the power of nobles?
2. **Drawing Conclusions** Do you think Wudi's economic policies were wise? Why or why not?
3. **Developing Historical Perspective** Which of Wudi's actions do you think had the most lasting impact? Explain.

**CHAPTER**  
**7**

**Section 3**

**CONNECTIONS ACROSS TIME AND CULTURES**

*Governing an Empire*

**THEMATIC CONNECTION:**

**POWER AND AUTHORITY**

*One of the main themes of this book is empire building. In this chapter, you learned about ancient empires in India and China. In Chapter 6, you learned about the Roman Empire. What patterns emerge as you compare how these empires dealt with problems of governing large areas? To find out, answer the questions that follow.*

| Problem                                                  | Roman Empire                                                                                                                       | Mauryan Empire | Han Empire |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------|------------|
| 1. What is the best way to govern an empire?             | bureaucracy of plebeians and former slaves                                                                                         |                |            |
| 2. How can conquered peoples be made part of the empire? | tolerate local cultures, give government offices to conquered people, use army service to spread Roman culture to frontier peoples |                |            |
| 3. How should farmers be treated?                        | slave labor on large estates make small farmers poor                                                                               |                |            |
| 4. How should traders be treated?                        | build roads, use navy power to protect merchant ships                                                                              |                |            |

5. How does the United States encourage immigrants to become part of the nation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What lessons do you think modern-day leaders might learn by studying the patterns of ancient empires? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Section 1

RETEACHING ACTIVITY *India's First Empires***Clarifying**

Write T in the blank if the statement is true. If the statement is false, write F in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. Chandragupta Maurya claimed the throne of the kingdom of Magadha in about 321 B.C., which began the Gupta Empire.  
\_\_\_\_\_
- \_\_\_\_\_ 2. When Chandragupta defeated Seleucus I, the land gains united north India politically for the first time in history.  
\_\_\_\_\_
- \_\_\_\_\_ 3. Kautilya, one of Chandragupta's advisers, wrote a ruler's handbook called the *Vedas*.  
\_\_\_\_\_
- \_\_\_\_\_ 4. Chandragupta's grandson Asoka raised the empire to its greatest heights.  
\_\_\_\_\_
- \_\_\_\_\_ 5. Asoka promoted Buddhism and a policy of religious toleration, acceptance of people who held different beliefs.  
\_\_\_\_\_
- \_\_\_\_\_ 6. Asoka's policies of toleration and non-violence, as well as the improvements in roads made during his reign, held the empire together after his death.  
\_\_\_\_\_
- \_\_\_\_\_ 7. The Andhra Dynasty arose in central India and dominated the region for many years after Asoka's death.  
\_\_\_\_\_
- \_\_\_\_\_ 8. The people in the three kingdoms of southern India spoke the Tamil language.  
\_\_\_\_\_
- \_\_\_\_\_ 9. India's second empire, the Magadha empire, was ruled by Chandra Gupta.  
\_\_\_\_\_
- \_\_\_\_\_ 10. Most Indian families were patriarchal, headed by the eldest female.  
\_\_\_\_\_

CHAPTER  
**7**  
Section 2

## RETEACHING ACTIVITY

*Trade Spreads Indian Religions and Culture***Reading Comprehension**

Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank. Note: Some questions may have more than one answer.

- |                                                                                                                                    |                   |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| _____ 1. India's two main faiths at 250 B.C.                                                                                       | A. stupas         |
| _____ 2. Followers of the new doctrines of Buddhism, which offered salvation to all and allowed popular worship                    | B. Theravada sect |
| _____ 3. Followers of Buddhism's stricter, original teachings                                                                      | C. Kalidasa       |
| _____ 4. Mounded stone structures built over holy relics                                                                           | D. Buddhism       |
| _____ 5. In Hinduism, the god who created the world                                                                                | E. Silk Roads     |
| _____ 6. In Hinduism, the god who is the preserver of the world                                                                    | F. decimal system |
| _____ 7. Famous Indian writer who wrote <i>Shakuntala</i>                                                                          | G. Brahma         |
| _____ 8. Popular name for Indian movie industry                                                                                    | H. Africa         |
| _____ 9. Mathematical concepts that were invented in India during the flowering of Indian culture that lasted until about A.D. 500 | I. Vishnu         |
| _____ 10. Caravan routes that traders used to transport silk and other goods                                                       | J. banking        |
| _____ 11. Country that exported ivory to India                                                                                     | K. Hinduism       |
| _____ 12. Increased trade led to the rise of this business in India                                                                | L. Christianity   |
|                                                                                                                                    | M. Bollywood      |
|                                                                                                                                    | N. Mahayana sect  |
|                                                                                                                                    | O. Shiva          |
|                                                                                                                                    | P. zero           |





## Section 3

RETEACHING ACTIVITY *Han Emperors in China***Multiple Choice**

Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The dynasty that restored unity to China after Shi Huangdi's government crumbled was the</p> <ul style="list-style-type: none"><li>a. Han.</li><li>b. Qin.</li><li>c. Ming.</li><li>d. Zhou.</li></ul> <p>_____ 2. The first emperor of this dynasty was</p> <ul style="list-style-type: none"><li>a. Shi Huangdi.</li><li>b. Xiang Yu.</li><li>c. Liu Bang.</li><li>d. Wudi.</li></ul> <p>_____ 3. A government in which a main authority controls the running of the state is a</p> <ul style="list-style-type: none"><li>a. democracy.</li><li>b. oligarchy.</li><li>c. republican government.</li><li>d. centralized government.</li></ul> <p>_____ 4. Empress Lü retained control of the Han Dynasty by</p> <ul style="list-style-type: none"><li>a. holding an election.</li><li>b. marrying the new emperor.</li><li>c. naming a series of infants as emperor.</li><li>d. killing her husband, the emperor.</li></ul> | <p>_____ 5. The "Great Game" refers to</p> <ul style="list-style-type: none"><li>a. the debate that took place at the Berlin Conference.</li><li>b. the contest between Britain and Russia over Muslim lands in Central Asia.</li><li>c. the Boer war over South Africa.</li><li>d. the military strategies Russia used to protect Afghanistan from Great Britain.</li></ul> <p>_____ 6. Who is known as the "martial emperor" because he expanded the Chinese empire through war?</p> <ul style="list-style-type: none"><li>a. Wudi</li><li>b. Liu Bang</li><li>c. Xiongnu</li><li>d. Shi Huangdi</li></ul> <p>_____ 7. Government jobs that Chinese civilians obtained by taking examinations were known as</p> <ul style="list-style-type: none"><li>a. Confucianism.</li><li>b. the Civil Service.</li><li>c. a bureaucracy.</li><li>d. scholar-officials.</li></ul> <p>_____ 8. A group that has exclusive control over the production and distribution of certain goods is called a</p> <ul style="list-style-type: none"><li>a. dynasty.</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CHAPTER**  
**8****Section 1****GUIDED READING** *Diverse Societies in Africa*

**A. Analyzing Causes and Recognizing Effects** As you read about Africa's diverse societies, fill out the chart.

**How did each environmental feature affect the peoples of ancient Africa?**

| Environmental feature          | Effect on Africans |
|--------------------------------|--------------------|
| 1. Waterfalls and rapids       |                    |
| 2. Sahara and Kalahari deserts |                    |
| 3. Mediterranean coastal areas |                    |
| 4. Tsetse fly                  |                    |
| 5. Fertile land of savannas    |                    |

**B. Drawing Conclusions** Take notes to explain how the people in each group adapted to their environment.

| Group                         | Methods of Adaptation |
|-------------------------------|-----------------------|
| 6. San of the Kalahari Desert |                       |
| 7. Nok people                 |                       |
| 8. People of Djenné-Djeno     |                       |

**C. Determining Main Ideas** Describe what the societies south of the Sahara had in common. Use the following terms in your description.

**extended family      clan      animism      griots**



## Section 2

## GUIDED READING

# Migration Case Study: Bantu-Speaking Peoples

**Drawing Conclusions** As you read this case study about the Bantu migrations, take notes to answer the questions below.

**Bantu-speaking peoples adapted their skills to new environments they encountered in their migrations southward.**

1. a. How did they change their farming in the rain forests?

b. Why was the change necessary?

2. a. How did they change their techniques for herding in the savannas?

b. Why did they make this change?

3. Some of their adaptations caused them to continue their migrations to new places. Why?

**The migrations of the Bantu-speaking peoples helped to shape the cultures of the African continent.**

4. a. Why did the Bantu-speaking peoples move southward, rather than to the north?

b. What happened to the non-Bantu-speaking hunter-gatherer societies as the newcomers spread south?

5. a. How did the Bantu speakers relate to the people they did not drive out?

b. What were some results of their intermingling?

6. How did the Bantu speakers help unify the various peoples of Africa?

CHAPTER  
**8**

Section 3

GUIDED READING *The Kingdom of Aksum*

**A. Analyzing Causes and Recognizing Effects** As you read about the Kingdom of Aksum, briefly note the causes or effects (depending on which is missing) of each situation.

| Causes                                                                                              | Effects                                                                               |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1. Aksum had access to the Red Sea, Blue Nile, and White Nile.                                      |                                                                                       |
| 2. The port city of Adulis included people from Aksum's trading partners.                           |                                                                                       |
|                                                                                                     | 3. The Aksumites created terrace farming, which retained water and prevented erosion. |
| 4. Islamic invaders seized footholds in Africa, destroyed Adulis, and spread the religion of Islam. |                                                                                       |
|                                                                                                     | 5. Aksum's new geographic location led to its decline as a power.                     |

**B. Clarifying** On the back of this paper, briefly identify **Aksum**, **Adulis**, and **Ezana**.

CHAPTER  
**8**

Section 1

SKILLBUILDER PRACTICE *Identifying Problems*

*When you identify problems, you look for challenges a particular people faced at a certain time and how they handled these challenges. As you read, look for problems that are stated directly as well as problems that are implied by the actions people take. Also note that sometimes solutions to one problem result in other problems. Read the passage below and then fill in the chart that follows. (See Skillbuilder Handbook)*

**Desertification, Deforestation, and Drought** Ancient north African people named the area south of the Sahara the *Sahel*, which means “coastline” in Arabic. To these ancient people, the Sahara appeared to be a vast ocean of sand. Since ancient times, the desert has taken over more and more of the Sahel during periods when the rainfall is low.

The people who live in the Sahel support themselves by farming and by herding camels, cattle, and sheep. To cope with the challenge of dry climate and poor soil, farmers practice shifting agriculture. Using this method, farmers prepare a site and grow crops for a year or two. Having exhausted the soil, they leave the farmed land. They move on, clear a new area, and plant their crops. Trees are also cut down for firewood for cooking.

This deforestation, or stripping the land of its trees, damages the environment. Deforestation

allows fertile soil to be blown away, leading to soil erosion and drought. Overgrazing of herds also destroys plants and trees and contributes to the problem. More and more of the Sahel becomes desert.

In the mid-1960s and lasting into the 1970s, a severe drought hit the Sahel. Farming in the region ended, and over 200,000 people died of starvation. As the desert spread, many people living in the Sahel fled to the cities. There they lived in huge refugee camps.

During the drought, foreign countries provided food, medicines, and technical aid. Hundreds of miles of trees were planted to protect the soil from blowing away during the dry season and allowing vegetation to grow during the rainy season. In addition to tree planting, technicians from world-wide agencies are teaching the people of the Sahel irrigation and other techniques to help them survive in their harsh environment.

| Problems | Solutions | Outcomes |
|----------|-----------|----------|
|          |           |          |

**CHAPTER**  
**8****Section 2****GEOGRAPHY APPLICATION: REGION*****Desertification and Migration in Africa***

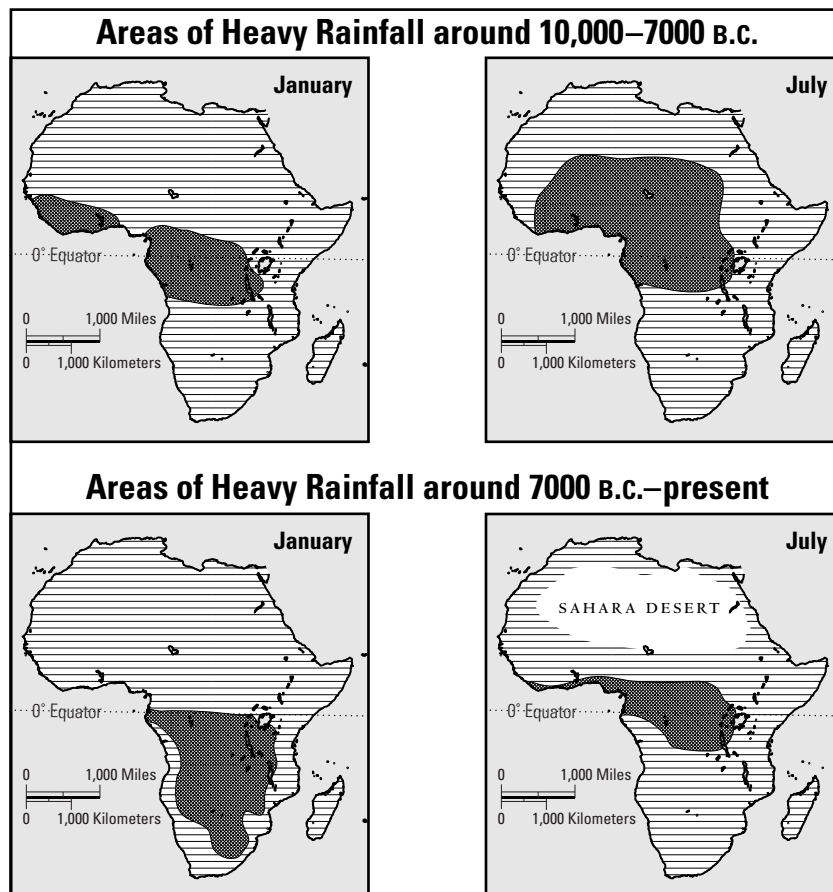
*Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.*

Human migration usually takes thousands of years and can be caused by a variety of factors. One of those factors is environmental change, and it occurred on a large scale on the African continent. The change centered on the northern section of Africa, where the present-day Sahara Desert is located. Before 10,000 B.C., the Sahara region received abundant rainfall, from ten to fifty times as much as it does today. As a result, many groups of people once inhabited this lush and fertile section of Africa.

Then, between 10,000 and 7000 B.C., temperatures rose and rainfall became less frequent, leading to desertification, a drying of the soil. Around 3000 B.C., much of northern Africa became the Sahara Desert.

As the desert slowly expanded, groups of people began to move south toward grassy savannas and north to the Mediterranean fringe, regions that could support human and animal life. This movement sparked a whole set of changes. As people moved, so did their ideas and technology. Iron-making capability, agricultural techniques, and other new ideas rapidly spread across the continent. This climatic change was also a major factor in the Bantu migrations.

The same environmental conditions that began this process are still occurring today. The Sahara desert continues to expand southward, causing many problems in central Africa.



**Interpreting Text and Visuals**

1. Where was the African rainfall centered around 10,000–7000 B.C. in the month of July?

\_\_\_\_\_

2. Where is the rainfall centered since 7000 B.C. in the month of January? \_\_\_\_\_

\_\_\_\_\_

3. On which two rainfall maps are the areas of rainfall nearly equal? \_\_\_\_\_

\_\_\_\_\_

4. How many miles farther south does rainfall extend in January, 7000 B.C.–present as compared to January, 10,000–7000 B.C.? \_\_\_\_\_

5. In which month did more rain fall during 10,000–7000 B.C.? 7000 B.C.–present? \_\_\_\_\_

\_\_\_\_\_

6. Why did people migrate toward the areas of rainfall? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. How does migrating affect the development of technology and ideas in the world? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**CHAPTER**  
**8****Section 1****PRIMARY SOURCE****Nok Sculpture**

*The Nok people lived in what is now northern Nigeria between 500 B.C. and A.D. 200. This terra cotta sculpture is an artifact from the Nok culture. As you study this sculpture, think about what it reveals about the Nok.*



Jos Museum, Nigeria/Werner Forman Archive/Art Resource, New York.

**Research Options**

1. **Using Research in Writing** Find out more about the process of making terra cotta sculpture like this one. Then write down your findings to share with the class.
2. **Making Inferences** Find pictures of other Nok artifacts. Then work with a small group of classmates to list information that you can learn about the Nok people by studying these artifacts. Discuss your lists with other groups.

CHAPTER  
8

Section 3

PRIMARY SOURCE *from Natural History*  
by Pliny the Elder

*During the first century A.D., the Roman emperor Nero sent explorers to find the source of the Nile. Although the explorers were unsuccessful, they did return with information about Meroë, the capital of the powerful kingdom of Kush, during its golden age. This account by Roman historian Pliny the Elder is based on the findings of the Roman exploratory expedition. As you read, look for details that are clearly false or greatly exaggerated.*

The persons sent by Nero for the purposes of discovery have reported that . . . from [Napata] to the island of Meroë the distance is three hundred and sixty miles. They also state that the grass in the vicinity of Meroë becomes of a greener and fresher color, and that there is some slight appearance of forests, as also traces of the rhinoceros and elephant. They reported also that the city of Meroë stands at a distance of seventy miles from the first entrance of the island of Meroë, and that close to it is another island, Tadu by name, which forms a harbor facing those who enter the right-hand channel of the river. The buildings in the city, they said, were but few in number, and they stated that a female, whose name was Candace, ruled over the district, that name having passed from queen to queen for many years. They related also that there was a temple of Jupiter Hammon there, held in great veneration, besides smaller shrines erected in honor of him throughout all the country. In addition to these particulars, they were informed that in the days of the Aethiopian dominion, the island of Meroë enjoyed great renown, and that, according to tradition, it was in the habit of maintaining two hundred thousand armed men, and four thousand artisans. The kings of Aethiopia are said even at the present day to be forty-five in number.

The whole of this country has successively had the names of Aethiopia, Atlantia, and last of all, Aethiopia, from Aethiops, the son of Vulcan. It is not at all surprising that towards the extremity of this region the men and animals assume a monstrous form, when we consider the changeableness

and volubility of fire, the heat of which is the great agent in imparting various forms and shapes to bodies. Indeed, it is reported that in the interior, on the eastern side, there is a people that have no noses, the whole face presenting a plane surface; that others again are destitute of the upper lip, and others are without tongues. Others again, have the mouth grown together, and being destitute of nostrils, breathe through one passage only, imbibing their drink through it by means of the hollow stalk of the oat, which there grows spontaneously and supplies them with its grain for food. Some of these nations have to employ gestures by nodding the head and moving the limbs, instead of speech. Others again were unacquainted with the use of fire before the time of Ptolemy Lathyrus, king of Egypt.

*from John Bostock and H.T. Riley, trans., The Natural History of Pliny (Covent Garden, England: Henry G. Bohn). Reprinted in Alvin M. Josephy, ed., The Horizon History of Africa (American Heritage, 1971), 77–78.*

## Discussion Questions

1. **Determining Main Ideas** What information about Meroë—its geography, its architecture, its politics, and so on—was included in this account? List at least three facts.
2. **Distinguishing Fact from Opinions** Which information included in this account do you think was obviously incorrect? Why?
3. **Drawing Conclusions** What do you think the possible consequences of spreading misinformation about Meroë might have been?

CHAPTER  
**8**  
Section 3

PRIMARY SOURCE *from Periplus of the Erythrean Sea*

*The Periplus of the Erythrean Sea, which was written by an unknown Greek in the first century A.D., was a guide for sailors and commercial travelers to the Indian Ocean and the Aden and Persian gulfs. This excerpt from the guide describes Adulis, the chief seaport in Aksum. What goods could you buy in Adulis from traders from around the world?*

### Shoppers' Guide to Aksum

Adulis [is] a port established by law, lying at the inner end of a bay that runs in toward the south. Before the harbor lies the so-called Mountain Island, about two hundred stadia seaward from the very head of the bay, with the shores of the mainland close to it on both sides. Ships bound for this port now anchor here because of attacks from the land. They used formerly to anchor at the very head of the bay, by an island called Diodorus, close to the shore, which could be reached on foot from the land; by which means the barbarous natives attacked the island. Opposite Mountain Island, on the mainland twenty stadia from the shore, lies Adulis, a fair-sized village, from which there is a three days' journey to Coloe, an inland town and the first market for ivory. From that place to [Aksum] the city of the people called Auxumites there is a five days' journey more, to that place all the ivory is brought from the country beyond the Nile through the district called Cyeneum [probably modern Sennaar, in the Eastern Sudan], and thence to Adulis. Practically the whole number of elephants and rhinoceros that are killed live in the places inland, although at rare intervals they are hunted on the seacoast even near Adulis.

There are imported into these places, undressed cloth made in Egypt for the Berbers; robes from Arsinoë [modern Suez]; cloaks of poor quality dyed in colors; double-fringed linen mantles; many articles of flint glass, and others of murrhine [probably agate or carnelian], made in Diospolis [probably Thebes]; and brass, which is used for ornament and in cut pieces instead of coin; sheets of soft copper, used for cooking utensils and cut up for bracelets and anklets for the women; iron, which is made into spears used against the elephants and other wild

beasts, and in their wars. Besides these, small axes are imported, and adzes and swords; copper drinking-cups, round and large; a little coin for those coming to the market; wine of Laodicea [on the Syrian coast] and Italy, not much; olive oil, not much; for the King, gold and silver plate made after the fashion of the country, and for clothing, military cloaks, and thin coats of skin, of no great value. Likewise from the district of Ariaca [on northwest coast of India around Gulf of Cambay] across this sea, there are imported Indian cloth called monaché [fine quality cotton] and that called sagmotogene [probably tree cotton], and girdles, and coats of skin and mallow-colored cloth, and a few muslins, and colored lac. There are exported from these places ivory, and tortoise-shell and rhinoceros-horn. The most from Egypt is brought to this market [Adulis] from the month of January to September, that is from Tylei to Thoth; but seasonably they put to sea about the month of September.

*from Richard Pankhurst, ed., Travellers in Ethiopia (Oxford University Press, 1965). Reprinted in Alvin M. Josephy, ed., The Horizon History of Africa (American Heritage, 1971), 80.*

### Activity Options

1. **Recognizing Main Idea** With a group of classmates, role-play Aksumite merchants and merchants from Egypt, Arsinoë, Laodicea, Italy, and Ariaca who trade their wares in Adulis.
2. **Creating a Map** Use a world map to illustrate Aksum's importance as an international trading center. First, mark the site of Adulis (near present-day Massawa) and countries where merchants came from—Egypt, Syria, Italy, and India—with colored push pins. Then link Adulis and the other locations by stringing pieces of colored yarn between the push pins.

Excerpt from "Periplus of the Erythraean Sea," from *Travellers in Ethiopia*, edited by Richard Pankhurst. Copyright © 1965 by Oxford University Press. Used by permission of Oxford University Press.

CHAPTER  
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Section 3

PRIMARY SOURCE *from A History of the Sudan*  
by A. J. Arkell

*In about A.D. 350, King Ezana of Aksum launched a military campaign against the kingdom of Kush because the Noba, a nomadic tribe of Kushites, frequently attacked Aksum and its dependencies. Ezana left a record of his victory on a stele, or towering stone pillar. According to this portion of Ezana's record, how did he conquer Kush?*

I, 'Ezana, the son of 'Ella 'Amida, a native of Halen, king of Aksum and of Himyar and Raydan and of Saba, and of Salhen, and of Seyamo and of Beja [Blemmyes] and of Kasu [Kush-Meroë], king of kings . . . made war upon Noba, for the peoples had rebelled and had boasted of it . . . "They [the Aksumites] will not cross the river Takkaze [the River Atbara]," said the peoples of Noba. And they were in the habit of attacking the peoples of Mangurto and Khasa and Barya and the blacks and of making war upon the red peoples [citizens of Aksum]. Twice and thrice they had broken their solemn oaths, and had killed their neighbors without mercy, and they had stripped our deputies and messengers whom I sent to enquire into their raids, and had stolen their weapons and belongings. And as I had warned them, and they would not listen but refused to cease from their evil deeds and betook themselves to flight, I made war on them . . . and fought with them on the Takkaze, at the ford of Kemalke. They fled without making a stand, and I pursued them for 23 days, killing some and capturing others . . . I burnt their towns, both those built of bricks and those built of reeds, and my army carried off their food and copper and iron . . . and destroyed the statues in their temples, their granaries, and cotton trees and cast them into the river Seda [Nile]. And I came to Kasu [Kush, where indigenous Meroitic peoples still lived] and fought a battle and captured prisoners at the junction of

the rivers Seda and Takkaze. And the next day I dispatched the army Mahaza, and the army Hara, and Damawa and Falha and Sera up the Seda to raid the country and the cities built of bricks and of reeds. The cities built of brick were 'Alwa [possibly Meroë] and Daro [possibly Kadaro north of Khartoum] . . . and after that I sent the army of Halen and the army of Laken down the Seda against the four towns of the Noba which are made of reeds . . . The towns built of bricks which the Noba had taken were Tabito and Fertoti. And my peoples reached the frontier of the Red Noba [presumably Napata] and they returned in safety, having defeated the Noba and spoiled them by the might of the Lord of Heaven. And I planted a throne in that country at the place where the rivers Seda and Takkaze join. . . .

*from A. J. Arkell, A History of the Sudan (London: The Athlone Press). Reprinted in The Horizon History of Africa (American Heritage, 1971), 80.*

## Discussion Questions

1. **Determining Main Ideas** According to Ezana, why did he make war on the kingdom of Kush?
2. **Analyzing Causes and Recognizing Effects** What were the effects of Ezana's war against the Kushites?
3. **Evaluating Courses of Action** Do you think Ezana's actions were justified? Why or why not?



CHAPTER  
**8**  
Section 3

LITERATURE SELECTION *from the Kebra Negast*

*The Kebra Negast, or the Book of the Glory of Kings, was written in the early 1300s by Yashaq, a priest of Aksum. The Kebra Negast traces the legend of the founding of the dynasty of Ethiopian kings to Menelik I, the son of King Solomon of ancient Israel and the Queen of Sheba. This excerpt describes Menelik I's triumphant return from Jerusalem to Aksum to become king after the people accept him as heir to the throne. As you read, notice that Menelik I is referred to as David, and his mother, the Queen of Sheba, is called Makeda.*

And the king of Ethiopia returned to his country with great joy and gladness; and marching along with their songs, and their pipes, and their wagons, like an army of heavenly beings, the Ethiopians arrived from Jerusalem at the city of Wakerom in a single day. And they sent messengers in ships to announce their arrival to Makeda, the queen of Ethiopia, and to report to her how they had found every good thing and how her son had become king, and how they had brought the heavenly Zion. And she caused all this glorious news to be spread abroad, and she made a herald to go round about in all the country that was subject unto her, ordering the people to meet her son and more particularly the heavenly Zion, the Tabernacle of the God of Israel. And they blew horns before her, and all the people of Ethiopia rejoiced, from the least to the greatest, men as well as women; and the soldiers rose up with her to meet their king. And she came to the city of the government, which is the chief city of the kingdom of Ethiopia; now in later times this city became the chief city of the Christians of Ethiopia. And in it she caused to be prepared perfumes innumerable from India, and from Balte to Galtet, and from Alsafu to Azazat, and had them brought together there. And her son came by the Azyaba road to Wakerom, and he came forth to Masas, and ascended to Bur, and arrived at the city of the government, the capital of Ethiopia, which the queen herself had built and called "Dabra Makeda," after her own name. And David the king came with great pomp unto his mother's city, and then he saw in the height the heavenly Zion sending forth light like the sun. And when the queen saw this she gave thanks unto the God of Israel, and praised Him. And she bowed low, and smote her breast, and then threw up her head and gazed into the heavens, and thanked her

*And they blew  
horns before her,  
and all the people of  
Ethiopia rejoiced.*

Creator; and she clapped her hands together, and sent forth shouts of laughter from her mouth, and danced on the ground with her feet; and she adorned her whole body with joy and gladness with the fullest will of her inward mind. And what shall I say of the rejoicing which took place then in the country of Ethiopia, and of the joy of the people, both of man and beast, from the least to the greatest, and of both women and men? And pavilions and tents were placed at the foot of Dabra Makeda on the flat plain by the side of good water, and they slaughtered thirty-two thousand stalled oxen and bulls. And they set Zion upon the fortress of Dabra Makeda, and made ready for her three hundred guards who wielded swords to watch over the pavilion of Zion, together with her own men and her nobles, the mighty men of Israel. And her own guards were three hundred men who bore swords, and in addition to these her son David had seven hundred guards. And they rejoiced exceedingly with great glory and pleasure being arrayed in fine apparel, for the kingdom was directed by her from the Sea of Aleba to the Sea of Oseka, and everyone obeyed her command. And she had exceedingly great honor and riches; none before her ever had the like, and none after her shall ever have the like. In those days Solomon was king in Jerusalem, and Makeda was queen in Ethiopia. Unto both of them were given wisdom, and glory, and riches, and graciousness, and understanding, and beauty of voice (or, eloquence of speech) and intelligence. And gold and silver were held as cheaply as brass, and rich stuffs wherein gold was woven were as common as linen garments, and the cattle and the horses were innumerable. And on the third day Makeda delivered over to her son seventeen thousand and seven hundred chosen horses, which were to watch the army of the

enemy, and would again plunder the cities of the enemy, and seven thousand and seven hundred mares that had borne foals, and one thousand female mules, and seven hundred chosen mules, and apparel of honor, gold and silver measured by the gomor, and measured by the kor, some six and some seven, and she delivered over to her son everything that was his by law, and all the throne of her kingdom.

And the queen said unto her nobles: “Speak ye now, and swear ye by the heavenly Zion that ye will not make women queens or set them upon the throne of the kingdom of Ethiopia, and that no one except the male seed of David [i.e., Menelik], the son of Solomon the king, shall ever reign over Ethiopia, and that ye will never make women queens.” And all the nobles of the king’s house swore, and the governors, and the councillors, and the administrators.

And she made Elmeyas and Azaryas (Azariah) the chief of the priests and the chief of the deacons, and they made the kingdom anew, and the sons of the mighty men of Israel performed the Law, together with their King David, in the Tabernacle of Witness, and the kingdom was made anew. And the hearts of the people shone at the sight of Zion, the Tabernacle of the Law of God, and the people of Ethiopia cast aside their idols, and they worshipped their Creator, the God who had made them. And the men of Ethiopia forsook their works, and loved the righteousness and justice that God loveth. . . . They forsook divination and magic, and chose repentance and tears for God’s sake. They forsook augury by means of birds and the use of omens, and they returned to hearken unto God and to make sacrifice unto Him. They forsook the pleasures of the gods who were devils, and chose the service and praise of God. The daughters of Jerusalem suffered disgrace, and the daughters of Ethiopia were held in honor; the daughter of Judah was sad, whilst the daughter of Ethiopia rejoiced; the mountains of Ethiopia rejoiced, and the mountains of Lebanon mourned. The people of Ethiopia were chosen from among idols and graven images, and the people of Israel were rejected. The daughters of Zion were rejected, and the daughters of Ethiopia were honored; the old men of Israel became objects of contempt, and the old men of Ethiopia were honored. For

***“I have made king  
him whom God hath  
made king.”***

God accepted the peoples who had been cast away and rejected Israel, for Zion was taken away from them and she came into the country of Ethiopia. For wheresoever God is pleased for her to dwell, there is her habitation, and where He is not pleased that she should dwell she dwelleth not; He is her founder, and Maker, and Builder, the Good God in the temple of His holiness, the habitation of His glory, with His Son and the Holy Spirit, forever and ever. Amen.

And Makeda, the queen of Ethiopia, gave the kingdom to her son David [i.e., Menelik], the son of Solomon, the king of Israel, and she said unto him: “Take the kingdom. I have given it unto thee. I have made king him whom God hath made king, and I have chosen him whom God hath chosen as the keeper of His Pavilion. I am well pleased with him whom God hath been pleased to make the

envoy of the Tabernacle of His Covenant and His law. I have magnified him whom God hath magnified as the director of His widows, and I have honored him whom God hath honored as the giver of food to orphans.”

And the king rose up and girded up his apparel, and he bowed low before his mother, and said unto her: “Thou art the queen, O my Lady, and I will serve thee in every thing which thou commandest me, whether it be to death or whether it be to life. Wheresoever thou sendest me I will be sent, and wheresoever thou orderest me to be there will I be, and whatsoever thou commandest me to do that will I do. For thou art the head and I am the foot, and thou art the lady and I am thy slave; everything shall be performed according to thy order, and none shall transgress thy commandment, and I will do everything that thou wishest. But pray for me that the God of Israel may deliver me from His wrath. For He will be wroth—according to what they tell us—if we do not make our hearts right to do His will, and if we do not readily observe all His commands in respect to Zion, the habitation of the glory of God. For the Angel of His host is with us, who directed us and brought us hither, and he shall neither depart from us nor forsake us.

“And now, hearken unto me, O my lady. If I and those who are after me behave rightly and do His will, God shall dwell with us, and shall preserve us from all evil and from the hand of our enemy. But

if we do not keep our hearts right with Him He will be wroth with us, and will turn away His face from us, and will punish us, and our enemies will plunder us, and fear and trembling shall come to us from the place whence we expect them not, and they will rise up against us, and will overcome us in war, and will destroy us. On the other hand, if we do the will of God, and do what is right in respect of Zion, we shall become chosen men, and no one shall have the power to treat us evilly in the mountain of His holiness whilst His habitation is with us. “And behold, we have brought with us the whole law of the kingdom and the commandment of God, which Zadok the high priest declared unto us when he anointed me with the oil of sovereignty in the house of the sanctuary of God, the horn of oil, which is the unguent of priesthood and royalty, being in his hand. And he did unto us that which was written in the law, and we were anointed; Azariah to the priesthood and I to the kingdom, and Almeyas, the mouth of God, keeper of the law, that is to say, keeper of Zion, and the ear of the king in every path of righteousness. And they commanded me that I should do nothing except under their advice, and they set us before the king and before the elders of Israel, and all the people heard whilst Zadok the priest was giving us the commands. And the horns and the organs were blown,

and the sounds of their harps and musical instruments, and the noise of their outcries which were made at that time were in the gates of Jerusalem. But what shall I tell unto you, O ye who were present there? It seemed to us that the earth quaked from her very foundations, and that the heavens above our heads thundered, and the heart trembled with the knees.”

from Sir Ernest A. Wallis Budge, trans., *Kebra Negast* (London: Oxford University Press, 1932). Reprinted in Harold Courlander, *A Treasury of African Folklore* (New York: Marlowe & Company), 534–537.

## Research Options

1. **Comparing and Contrasting** In the *Kebra Negast*, Queen Makeda travels from Aksum to visit King Solomon in Jerusalem. After returning home, she gives birth to a son, Menelik. Read the Biblical account of the meeting of King Solomon and the Queen of Sheba in I Kings 10: 2–13. Compare the two versions of the story.
2. **Using Research in Writing** Find out more about legends like the one in the *Kebra Negast*. What are some of the characteristics of legends? What legends are you familiar with? Write a summary of a favorite legend and recite it to your class.



CHAPTER  
8

## HISTORYMAKERS

# The Nok Culture

## Ancient Artists of Africa

## Section 1

*"The truth of the matter at present is that we just do not know who the Nok peoples were or how they lived. We have no written records, we have no legends or myths that explain them."—historian E. Jefferson Murphy*

In 1936, some tin miners in the central Nigerian village of Nok accidentally unearthed the head of a monkey made of baked clay. That small head was the first clue that a clever, artistic people had thrived in the area long ago. Archaeologists named the people the Nok, after the village near where these artifacts were found.

Less than ten years later, more clay figures were uncovered. A nearby town, Jemaa, revealed a finely shaped human clay head that showed great artistic ability. Nok itself offered even more objects. The two sites might never have been connected, but one worker thought the Jemaa find looked similar to the monkey head found in 1936.

More finds and further study have led to some insights about the Nok. They lived in West Africa from about 500 B.C. to about A.D. 200. Their area of settlement was about 100 miles from north to south and 300 miles east to west in the valleys of the Niger and Benue rivers.

They became the first people to make iron in West Africa around 500 B.C. Researchers have found stone hoes and shallow pottery bowls that had deeply cut patterns on the inside. Scholars conclude that the bowls were used for preparing food. The patterns provided a surface that could be used to scrape tough fibers. These clues suggest that the Nok farmed. They may have also raised cattle. Scientists know more about Nok sculpture than other aspects of Nok life. The figures that they produced have certain traits in common. The heads of Nok figures are about one-third of the overall size of the body—much larger than in real life. Scholars think that it reflects the belief that the head was the center of the person's life force and therefore of the most importance.

Nok artists also put great attention on the head, which had more detail than other parts of the body. Eyes are usually in the shape of triangles or partial circles. In almost every head, a hole has been made for the pupil in the eye. The heads also have long noses with holes for the nostrils. Ears are often of extremely large size. While the human heads have great detail, they are generally not realistic. The use of geometric patterns gives the head a stylized or abstract look. This is not true of animal heads, which are rendered in a true-to-life way. The heads were often made by modeling the clay. Many were also pieced together. The artist created the basic head and then added pieces of clay that represented details such as eyes, ears, or noses. The artists often decorated the head by scoring or cutting it with a pointed stick or toothed comb. Then the heads were polished after they were baked. Still, unanswered questions remain about the Nok. The fact is that historians and archaeologists do not know who the Nok people were or how they lived. There are no written records or myths that might give an understanding of these mysterious people. The Nok sculpture and a few artifacts are the only remnants that tell the story of this ancient culture.

### Questions

1. **Summarizing** How did archaeologists become aware of the existence of the Nok people?
2. **Determining Main Ideas** What made researchers conclude that the Nok practiced agriculture?
3. **Making Inferences** Why did the Nok artists make heads as they did?

  
CHAPTER  
8

## Section 3

## HISTORYMAKERS

# Ezana

## Christianizing King

*"Ezana, the king of Aksum, . . . the king of kings, . . . never defeated by an enemy. . . . May no enemy rise against me and may none pursue me, [and] may [this be so] by the might of the Lord of the Universe."—inscription honoring Ezana*

Between A.D. 325 and 360, the kingdom of Aksum rose to the height of its power under King Ezana. He forged Aksum into a powerful trading kingdom, while also changing its religion to Christianity. Even today, this area has a large Christian population, the heritage of the change brought about by Ezana.

Located in modern Ethiopia, Aksum had several ports on the Red Sea that linked the Mediterranean world to Southwest Asia and India. It was on this sea that two young Christian boys from Tyre, in modern Lebanon, were traveling around 316. While the ship was at anchor, local people attacked it and killed the crew. The two young boys, though, had been onshore. They were thus spared death, but they became slaves to the king of Aksum—Ezana's father.

The king took the boys into his house, making Aedesius his cupbearer and Frumentius his secretary. They thrived in the palace and apparently won the favor of the royal family. The king freed them just before he died. However, his widow, the queen, asked the two Christians to stay in Aksum and serve as tutors to Ezana while the boy grew up.

When Ezana became the ruling king, the two boys finally left the country. Aedesius returned to Tyre, where he became a priest, and Frumentius traveled to Egypt to talk to an important leader of the Christian church. While in Egypt, Frumentius urged that a bishop and a priest be sent to Aksum to convert the king and his people. The archbishop in Egypt agreed—and gave Frumentius the job.

Frumentius returned to Aksum and began his work. He started by converting Ezana himself. However, it took many years for Christianity to spread to large numbers of Aksumites. It eventually did, and the kingdom became a stronghold of Christianity. Today, Ethiopian Christians call Frumentius the "Father of Peace," and the ancient capital city, Aksum, is a sacred site.

However, Ezana did more than change his people's religion—he also expanded his empire. Near

Aksum was another ancient kingdom, Meröe. By the time of Ezana's rule, Meröe had become weak. Nomadic peoples called the Noba had moved into the old Meröe centers and used them to threaten Aksum's trade. Ezana struck back. He led four expeditions into the land to punish the Noba. The last was, perhaps, the most destructive. He eventually defeated them and put a stop to their damaging raids. Afterward, Ezana built a stele, or stone pillar, that described his triumph in detail:

I pursued the fugitives twenty-three—23—  
days

Slaying (some of) them and capturing others  
and taking booty from them, where I came;  
while prisoners and

Booty were brought back by my people who  
marched out; while I burnt their towns,  
Those of masonry and those of straw, and  
(my people) seized their corn and their  
bronze and the dried meat

And the images in their temples and destroyed  
the stocks of corn and cotton and (the enemy).

Another inscription describes the booty that Ezana brought back from this expedition. He returned with 3,112 head of cattle and 6,224 sheep, apparently impressing his people with the great cloud of dust made by all the livestock. Ezana ruled Aksum for many years. It became a land of peace and prosperity and of growing Christian faith.

## Questions

1. **Making Inferences** Did the royal family of Aksum trust Aedesius and Frumentius? Explain.
2. **Analyzing Causes and Recognizing Effects** Why would it be important to convert the ruler of a people to a new religion?
3. **Analyzing Bias** What sources give us information about Ezana's campaign? Do such sources present any problems of reliability? Explain.

CHAPTER  
**8**  
Section 2

## CONNECTIONS ACROSS TIME AND CULTURES

## *Migrations: Bantu and Indo-European*

**THEMATIC CONNECTION:**  
**CULTURAL INTERACTION**

*In this chapter, you studied migrations by looking in detail at the migration of Bantu-speaking peoples into the southern part of Africa. Chapter 3 described some early migrations of Indo-European-speaking peoples. To think about these two major migrations, answer the questions that follow.*

1. Chapter 3 showed the similarity of a few words in some important Indo-European languages—English, Sanskrit, Persian, Spanish, and German. This chapter mentions that there are hundreds of Bantu languages. How do experts use language to learn about patterns of migration? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. The Hittites—an Indo-European group that migrated into Anatolia—used their knowledge of ironworking as an advantage over the peoples they conquered. What technological advantages did Bantu-speaking peoples enjoy over the hunter-gatherer groups they met in their migration? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. When the Hittites conquered Babylon and other cities of Mesopotamia, they borrowed and adapted ideas from the peoples they conquered. What skills or ideas did the Bantu-speaking peoples adopt as they migrated through different environments? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. The main reason for the migration of German peoples into the Roman Empire was that the Huns were attacking German territories. What is the best explanation of the cause of the migration of Bantu-speaking peoples into southern and eastern Africa? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Migrations may result from many causes—environmental change, economic pressure, political issues. In your opinion, what has caused the migration of people from Europe, Africa, and Asia to the Americas since Columbus's voyages? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Section 1

**RETEACHING ACTIVITIES** *Diverse Societies in Africa****Determining Main Ideas***

The following questions deal with the societies that developed in Africa and how they adapted to their environments. Answer them in the space provided.

1. Explain what makes Africa's environment challenging for establishing settlements.

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2. How did hunter-gatherer societies in Africa support themselves?

---

---

3. How did the development of agriculture affect Africa's societies?

---

---

4. List three characteristics of the Nok culture in Africa.

---

---

***Reading Comprehension***

Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                               |                 |
|-------------------------------------------------------------------------------|-----------------|
| ____ 5. extensive grassy plains that usually support agriculture in Africa    | a. Nok          |
| ____ 6. ancient city located on a tributary of the Niger River in West Africa | b. griots       |
| ____ 7. storytellers who kept Africa's history alive through oral retellings  | c. savannas     |
| ____ 8. largest desert in the north of Africa                                 | d. Sahara       |
| ____ 9. a religion in which spirits are involved in regulating daily life     | e. Djenné-Djeno |
| ____ 10. West Africa's earliest known culture                                 | f. animism      |



CHAPTER  
8  
Section 2

## RETEACHING ACTIVITIES

*Migration Case Study:  
Bantu-Speaking Peoples***Reading Comprehension**

Write your answers in the blanks provided.

1. A permanent move of people from one country or region to another is called \_\_\_\_\_.
2. Three general categories of causes for the movement of peoples are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
3. An example of a political cause leading to migration is \_\_\_\_\_.
4. An example of an economic cause leading to migration is \_\_\_\_\_.
5. Factors that can force people to leave one region for another are called \_\_\_\_\_ factors.
6. Factors that lure people toward a better life in a new land are called \_\_\_\_\_ factors.
7. One positive effect of migration is \_\_\_\_\_.
8. One problem that can come as a result of migration is \_\_\_\_\_.
9. One way experts trace the patterns of migration is through \_\_\_\_\_.
10. The \_\_\_\_\_ of Africa made one of the greatest migrations in history.
11. The Bantu people are believed to have spread the technology of \_\_\_\_\_ as a result of their migration.
12. As a result of the Bantu migrations, nearly \_\_\_\_\_ of all Africans speak a Bantu language.

CHAPTER

8

Section 3

RETEACHING ACTIVITIES

*The Kingdom of Aksum*

**Summarizing**  
Complete the chart below by summarizing the significance of each of the people, places, events, or situations to the rise of Aksum as a trading power.

| <i>People/Places<br/>Events/Situations</i> | <i>Significance</i> |
|--------------------------------------------|---------------------|
| 1. Location of Aksum on the Horn of Africa |                     |
| 2. King Solomon and the Queen of Sheba     |                     |
| 3. Zoskales                                |                     |
| 4. Adulis                                  |                     |
| 5. Ezana                                   |                     |
| 6. terraced farming                        |                     |
| 7. Pillars of Aksum                        |                     |

**CHAPTER**  
**9****Section 1****GUIDED READING** *The Earliest Americans*

**A. Determining Main Ideas** As you read about the earliest Americans, take notes to answer questions about their way of life.

***The earliest Americans lived as hunters and gatherers.***

|                                                                                             |                                                                                                |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1. According to most experts, when and how did the first Americans arrive in North America? | 2. As large animals became extinct, how did hunters adapt to this change in their environment? |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

***The earliest Americans began to experiment with simple methods of farming.***

|                                                           |                                                            |
|-----------------------------------------------------------|------------------------------------------------------------|
| 3. How did farming develop in what is now central Mexico? | 4. What crops grew well in the tropical climate of Mexico? |
|-----------------------------------------------------------|------------------------------------------------------------|

***Agriculture dramatically changed peoples' way of life.***

|                                               |                                                     |
|-----------------------------------------------|-----------------------------------------------------|
| 5. How did farming affect where people lived? | 6. How did farming affect the structure of society? |
|-----------------------------------------------|-----------------------------------------------------|

**B. Clarifying** On the back of this paper, explain how the following terms and names relate to the earliest Americans.

**Beringia**

**Ice Age**

**maize**



CHAPTER  
**9**  
Section 2

GUIDED READING *Early Mesoamerican  
Civilizations*

**A. Summarizing** As you read about early Mesoamerican civilizations, fill out the charts by writing notes that describe aspects of the Olmec and Zapotec civilizations.

| Olmec                    |  |
|--------------------------|--|
| 1. Geography/Environment |  |
| 2. Urban design          |  |
| 3. Economy               |  |
| 4. Achievements/Legacy   |  |

| Zapotec                  |  |
|--------------------------|--|
| 5. Geography/Environment |  |
| 6. Urban design          |  |
| 7. Language              |  |
| 8. Achievements/Legacy   |  |

**B. Writing Descriptive Paragraphs** On the back of this paper, write a brief paragraph to describe the city of **Monte Albán**.

CHAPTER  
**9**

Section 3

GUIDED READING *Early Civilizations of the Andes*

**A. Comparing and Contrasting** As you read this section, fill in the chart to compare three early civilizations that developed in the Andes.

| Civilization | Environment | When Flourished | Aspects of Culture |
|--------------|-------------|-----------------|--------------------|
| 1. Chavín    |             |                 |                    |
| 2. Nazca     |             |                 |                    |
| 3. Moche     |             |                 |                    |

**B. Synthesizing** Write a brief paragraph identifying similarities in the **Chavín**, **Nazca**, and **Moche** cultures.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BUILDING VOCABULARY***The Americas:  
A Separate World*

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The people who built the first known civilization in the Americas were the (a) Chavín (b) Nazca (c) Olmec.
2. The civilization that etched more than 1,000 drawings on the plains of southeastern Peru was the (a) Moche (b) Zapotec (c) Nazca.
3. The land bridge that once connected the Americas to Asia is called (a) Mesoamerica (b) Beringia (c) Nazca.
4. The first real urban center in the Americas was (a) Monte Albán (b) Chavín (c) Moche.
5. The people who built a unique civilization that thrived from about 500 B.C. to about A.D. 600 in the Mexican state of Oaxaca were the (a) Nazca (b) Moche (c) Zapotec.

**B. Completion** Select the term or name that best completes the sentence.

Beringia  
Moche

Mesoamerica  
Zapotec

Maize  
Chavín

Ice Age  
Olmec

1. The area of land from central Mexico to northern Honduras where the first civilizations in the Americas arose is called \_\_\_\_\_.
2. The period of time between about 1.9 million to 10,000 B.C. when glaciers covered large portions of North America is called the last \_\_\_\_\_.
3. The first influential civilization in South America was the \_\_\_\_\_.
4. By 3400 B.C. early farmers in what is now central Mexico were growing \_\_\_\_\_, or corn.
5. The enormously wealthy civilization that flourished on the northern coast of Peru from about A.D. 100 to A.D. 700 was the \_\_\_\_\_.

**C. Writing** Write a paragraph identifying the following names and telling what they have in common.

Chavín

Nazca

Moche

CHAPTER  
**9**

Section 3

SKILLBUILDER PRACTICE

# Distinguishing Fact from Opinion

*To identify facts, look for information such as events, dates, and statistics that can be proven to be correct. To identify opinions, look for judgments, beliefs, and feelings a writer or speaker expresses. Read the passage below about the Nazca culture. Then beside each number at the bottom of the page, write fact if the underlined phrase with that number is a fact. Write opinion if the phrase is an opinion. (See Skillbuilder Handbook)*

[1] One of the most baffling enigmas of archaeology lies spread on the arid plain of the [2] Nazca region, between the Pacific coast of southern Peru and the Andean foothills. It is made up of strange [3] lines stretching across the desert as far as the eye can see, incomprehensible geometric shapes and huge . . . birds and fantastic animals, [4] looking as though they had been drawn by a giant's hand.

[5] The puzzle is made even more intriguing by the fact that often the complete figures [6] can only be seen from an altitude of above 1,000 feet. Understandably, [7] there are some people who imagine that they must have been made by unknown extra-terrestrial beings, who came to earth some thousands of years ago and made

contact with pre-Columbian peoples. . . . Unless one is prepared to close one's eyes to the facts as they are known today, [8] it is hard to imagine beings of higher intelligence traveling at the speed of light. . . .

The extraordinary dryness of the plain has protected the ancient Nazca people's [9] strange designs for at least 1,500 years; in a normal climate it is unlikely that they would have lasted until now. [10] The lines are in fact two parallel rows of pebbles, containing iron and iron oxides. Too little rain has fallen to wash the pebbles out of place down the centuries.

from *The World's Last Mysteries* (Pleasantville, New York: Reader's Digest, 1978), 281–282.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# The Mystery of Poverty Point

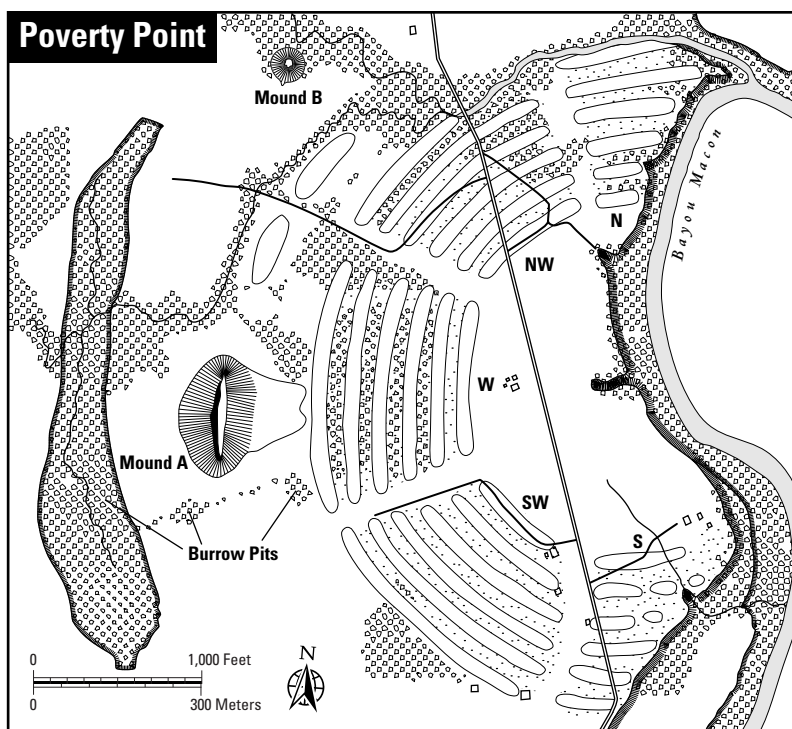
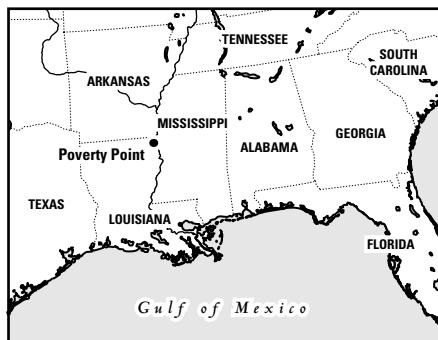
*Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.*

In the 1840s and 1850s, a group of settlers along the Bayou Macon River in northeast Louisiana suffered from crop failures and fever. The United States government sent supplies and aid by boat. This settlement became known as Poverty Point. Approximately 100 years later, evidence of a mysterious settlement dating back to 1500 B.C. was discovered there, and the name Poverty Point stuck to the unearthed remains.

This strange culture left behind an assortment of flint blades, tools, and dart points, but the largest artifact is the massive set of earthworks spread out along the Bayou Macon. The United States Army discovered the earthworks by airplane in 1952 when a flight over the region revealed six long lines set one inside another in an enormous semi-circle. These earthworks, though worn by time, are approximately 75 feet wide at the base, 10 feet

high, and 125 feet apart from crest to crest. The length of all the ridges put together would equal nearly seven miles. One archaeologist estimates that it probably took 35-40 million fifty-pound baskets to build the earthworks. Though this culture apparently had no writing, no architecture, no agriculture, and only the crudest of tools, they constructed the most elaborate and complex set of earthworks in the Americas.

Poverty Point is believed to be a type of ceremonial center in which people from outlying areas came to participate in religious, political, or social activities. The project required a degree of centralized planning and design. Because of this, many questions remain about Poverty Point. Who were these ancient people? How could they build such a complex and formally designed project? Why did they build these earthworks?



**Interpreting Maps**

1. How did this archaeological site get the name Poverty Point? \_\_\_\_\_  
\_\_\_\_\_
2. Examine the map. Aside from the earthworks, what other remnants are evident at Poverty Point?  
\_\_\_\_\_  
\_\_\_\_\_
3. How might archaeologists infer that the people at Poverty Point needed “centralized planning and design” to build the earthworks? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What might the relative location of the earthworks and river indicate? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the difference in feet between the longest ridge and the shortest ridge? \_\_\_\_\_  
\_\_\_\_\_
6. What are the dimensions of this site measured in feet? \_\_\_\_\_
7. Describe the layout and features of the ridges. What do you think was the purpose of these ridges? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**9****Section 2****PRIMARY SOURCE** Zapotec Urn

*This stone urn—a vase with a footed base or pedestal—comes from Limatlan, Oaxaca, and represents the Zapotec god Cocijo. What details do you observe as you study the urn?*



Michael Zabé/AMI/Art Resource, New York.

**Research Options**

1. **Using Research in Writing** Find out about the Zapotec god Cocijo. Then write a paragraph to describe what you find out and share your information with your classmates.
2. **Comparing and Contrasting** Locate pictures of stone carvings from another Mesoamerican society—the Olmec. Discuss with your classmates similarities and differences in style and craftsmanship between this Zapotec urn and one of the Olmec sculptures you find.





## Section 2

**LITERATURE SELECTION** *from Mexico*  
by James A Michener

*This novel by American author James A. Michener is set in Mexico in the 1960s. The narrator, Norman Clay, is a journalist who travels to Mexico to report on a bullfight and to learn more about his Mexican roots. In this excerpt, Clay recalls a conversation he had with his father about their Indian ancestors. As you read, be aware that Toledo is a fictional city in Mexico and that the Builders and the Altomecs are fictional peoples who are a composite of several different ancient Indian cultures.*

When I was about ten years old and living once more at the Mineral, my father who, as an engineer and a scientist, was interested in speculating on historical might-have-beens, said: “At breakfast when we were talking about the choices the men sometimes have to make, you told me: ‘It doesn’t matter.’ Well, making the proper choice can matter, Norman, and I want you to remember an excellent example of how a decision that must at the time have seemed of no consequence turned out to be vitally significant.” To demonstrate this, he reached for a stick with which he drew in the sand a Y, saying:

“This will stand for a decision that had to be made about four thousand years ago by some people from eastern Asia, probably from Siberia, who crossed over the Bering Strait and hiked southward through Alaska and the western United States.” (In later years I often wondered how my father could have known about this migration of our Indian ancestors, because during his time the relics of this Siberian trek had not yet been uncovered in Alaska; perhaps he was merely guessing. Of course, on one point he was quite wrong; we now know that the migrations from Asia took place not four thousand years ago but more like twenty thousand or possibly forty.)

“These Indians wandering south from Alaska came at last to San Diego,” my father explained, “and they held a council to discuss what to do next. Some said, ‘Let’s continue down the coastline, because we’ve been doing that for three hundred years and it’s familiar territory,’ but others argued, ‘Let’s leave the coastline and strike out inland.’ The upshot was that each group went its own way. No one could have foretold that one group had made a brilliant choice and that the other had chosen disaster.” I remember looking at the two arms of the Y and asked, “Which one did right?”

“Visualize the map of California,” he said, “and think.”

I tried to do this, but all I could remember was the map in my Mexican schoolbook, and it showed California merely as one of the lands stolen from Mexico by the United States, so I could not deduce the point my father was trying to make.

“Was the arm pointing to the sea the good one?” I asked.

“It led to California Baja,” my father said grimly, and I instantly recalled what I had learned about that brutal, barren peninsula of heat and waterless sand. “Centuries later, when the Spaniards explored that desolate land, they found that the Indians who had gone there had degenerated close to the animal level. They lived almost without what we call a culture—no houses, not even clothing. They had no decent food and almost no water, and although the ocean about them was full of fish, they had never learned how to catch them. They were as pathetic as human beings can be and still live.”

My father continued: “The other Indians chose the arm leading inland, and ultimately they reached the rich and fertile lands and, later, gold. They built three of the greatest civilizations of ancient times—the Aztecs of Mexico, the Maya of Yucatán and Guatemala and the Incas of Peru.”

We stood for some minutes in silence. Then my father concluded his lecture with a statement that haunts me still, forty years after it was uttered: “You say choice means nothing? Norman, if your Indian ancestors had gone west you might now be an idiot. Thank your stars they came down through Toledo, for with the courage and the intelligence you inherited from that crowd you can become anything you wish.”

Since my father’s death scholars have concluded that the Indians who made the right choice reached the high valley of Toledo about twenty thousand

years ago, but, as I said before, some argue it might have been as much as forty thousand years ago. At any rate, from a level thirty feet below the bottom of our pyramid, archaeologists have excavated charcoal remains that radium analysis puts at not less than five thousand years old, while along the edges of the prehistoric lake that once filled the entire valley others have dug up the skeletons of elephants killed by spears at least fifteen thousand years ago. I have spent many idle hours, on plane trips or when my eyes were too tired to read, trying to visualize these ancient Indians of the primitive period, and at times they have seemed very real to me. Fifteen thousand years before the birth of Christ they had developed some kind of civilization in the high valley. They chipped out rude spear points for hunting and carved dishes for serving food. We know little about them, but they must have feared the gods, worshipped the sun, and wondered about the accidents of death and birth. From the day of my first talks on this subject with my father I never forgot that where I lived at the Mineral, men had been living for thousands of years, and you could not say that of Richmond, Virginia or Princeton. Therefore, when in the early years of the seventh century a certain tribe of Indians gained control of the high valley, its members, some of whom we now know by name, seemed to me almost like close relatives, and when the story is told that sometime around the year 600 one of these men became leader of the tribe and began building the great pyramid, he becomes so real that he fairly shouts at me from the distant past, and the fact that the oral traditions of Toledo indicate that he was one of my ancestors gives me great pleasure.

In the year 600 the high valley looked pretty much as it does today. The last volcano had erupted some four thousand years earlier; the fantastically old lake had finally dried up; and the mountains stood exactly as they do today. In the intervening years the great piles of rock have lost possibly an inch and a half in height, due to wind erosion, but probably no more.

Far to the north, still living in caves along jungle rivers, hid the uncivilized tribes who were eventually to develop into the Altomecs and the Aztecs, but in these years they were of no consequence. To the south, living in splendid palaces decorated with silver, gold and jade, were the Mayas, whose gaudily dressed messengers sometimes reached the high valley to arrange treaties of commerce. In the valley

itself my ancestors were well established, a tribe of slim, fairly tall, dark-skinned Indians who had no real name but who were known throughout central Mexico simply as the Builders, for they had the capacity to construct finer edifices than any other peoples in the area. They knew how to quarry huge blocks of rock and transport them for miles, and they could make bricks with which to build their lesser structures.

Shortly after the year 600 a leader with a new kind of vision gained control of the tribe. He was Ixmiq, and today in Toledo a statue and a yearly festival honor his name. He had a tightly controlled personality that was ideal for exerting leadership, so for nearly fifty years he ruled unchallenged, and this gave him time to accomplish many important projects.

Waiting for an auspicious day on the calendar, he announced to his council, "I have in mind to erect a holy place for our gods ten or twenty times larger than any we have attempted before." Before his advisers could protest he added, "And we shall build it not here in the city but in a special area that shall hereafter be reserved for holy rites."

He forthwith led his elders from the rude palace, which then occupied the site of today's cathedral, and took them in a northerly direction some distance from the city to where the pyramid now stands. Using piles of stones, he directed his men to lay out what seemed to them a gigantic square, but which was only about half the size of the pyramid as we now know it. His councilors protested that such a building was impossible to build, but Ixmiq insisted on its construction.

His workmen spent two years scraping away the loose earth until they reached firm earth or solid rock. He then divided the tribe into several units, which were assigned particular duties, and appointed a captain for each. Some went to live at the quarries and remained there for thirty years, passing their entire lives chipping rock. Others were the transport teams, who, with constantly increasing skill, mastered the trick of moving twenty- and thirty-ton rocks into position. Most of the men worked at the pyramid itself, inching the great blocks into position and then filling in the central portion of the structure with basketfuls of rubble, so that year by year the structure rose more impressively, and always with a flat top that grew smaller as the pyramid grew in height. These were years of peace in the high valley, nearly six centuries going

by without an arrow being shot against an enemy, so that it was not imprudent for Ixmiq to assign his people to widely scattered areas and to a task that utilized the efforts of the entire community.

When the huge pile had reached the intended height, it was leveled off and its spacious flat top was laid in huge blocks that took six years to work into place. Then a beautiful wooden altar was constructed so that when a priest stood at it he faced east. Four gods shared the altar and their statues lined it, with their faces turned to the west. The most important was the god of rain, for he was responsible for the flowers and the grain. Next came the sun god, the goddess of earth and a mysterious god who represented flowers, poetry, music, statesmanship and the family, and was carved in the form of a serpent with a bird's head and scales of flowers.

The pyramid of Ixmiq was a monument to peace and in the fortieth year, when it neared completion, the ceremonies that consecrated it were testimonials to peace and to one of the gentlest societies that ever existed in Mexico, or indeed, anywhere else on the American continents. The dedication ceremonies, insofar as we can reconstruct them from old carvings, consisted of prayers, dancing, the offering of hundreds of thousands of flowers, and a gigantic feast that lasted for three days. It is notable that for the first four hundred and fifty years of this pyramid's existence not a single human life was sacrificed on this altar, or lost in any other way, except for the occasional case later on when some drunken priest or reveler accidentally tumbled from its height and broke his neck.

It was a pyramid of joy and beauty, a worthy monument to the benign gods and to the farsighted man who had built it. In City-of-the-Pyramid, as the area came to be called, irrigation projects brought water from the hills down to the flat land, where flowers and vegetables were grown in abundance. Honey was collected from bees kept among the flowers, and turkeys were raised both in enclosures and in large guarded fields. Fish were available in the rivers and were kept in ponds.

The Builders dressed well in cloth made of cotton, hemp and feathers, while leaders like Ixmiq ornamented themselves with gold and silver carved with religious symbolism, which workmen also applied

to some of the finest pottery ever made in the Americas. Many little statues have come down to us, representing one or another of the four major deities, and each seems to be a god whom a family could have cherished. When I was a boy we had in our home a clay figure of the earth goddess, and she was a delightful fat little woman smiling and making the land fruitful with her blessing.

Whenever we looked at her we felt good, and I can think of no primitive gods that were gentler than those of Toledo. I know of few civilizations that came so close to providing an ideal life for their people. . . .

I stress these matters because throughout my adult life I have been irritated by people who glibly suppose that Spaniards brought civilization to Mexican people who had previously been barbarians, when this was clearly not the case.

In the year 600 the civilizations of Spain and Mexico were roughly comparable, except for the fact that the former had profited from the invention of the wheel, the development of the alphabet and the knowledge of how to smelt hard metals. In any event I choose to measure advances in civilization by noting such things as soundness in the organization of the state, the humaneness of the religion, the care given to the indigent, the protection of trade, the advances in sciences such as astronomy, and the cultivation of music, dancing, poetry and other arts. In these vital respects my ancestors in City-of-the-Pyramid were just about even with my ancestors in Spain and infinitely far ahead of all who shivered in caves in what would become Virginia.

## Activity Options

1. **Comparing and Contrasting** With a group of classmates, analyze Michener's portrait of the Builders. Discuss which elements of their culture are similar to actual Mesoamerican cultures you have read about.
2. **Drawing Conclusions** Use a world map to trace the two routes that Norman Clay's Indian ancestors took from eastern Asia. Then estimate how many miles they migrated to their respective destinations.

CHAPTER  
**9**

## HISTORYMAKERS

# The Zapotec Culture

## Ancient Artists

## Section 2

*"It was Tomb Seven which yielded the greatest returns during the first week of work at Monte Albán and proved to be one of the most important archaeological discoveries ever made in America."—archaeologist Alfonso Caso, reporting the first excavation at the Zapotec site Monte Albán*

In the Oaxaca Valley in southern Mexico, the modern Zapotec people live amid the glorious creations of an earlier age. In 1932, archaeologist Alfonso Caso, desiring to learn more about the ancient Zapotec, began digging at their age-old home of Monte Albán.

Caso soon discovered several Zapotec mounds raised above the valley floor. Researchers now conclude that Monte Albán was a working city from about 600 B.C. to about A.D. 700. This time span includes three different periods of Zapotec culture.

The first period lasts from 600 B.C. to 100 B.C. and includes two important finds. The Mound of the *Danzantes* (dancers) is a pyramid that houses relief sculptures of human males in twisted shapes. At first they were thought to be dancers—thus the name of the mound. Now, researchers think that they may represent the corpses of peoples in the valley that the Zapotec conquered.

The other important find from the first period is of two stone columns, or steles. Some of the marks on these stones are the bars and dots used centuries ago in Mexico for counting. Others reflect the 260-day calendar commonly used in this area. The pillars also bear the oldest writing found in the Americas. As yet, no one has been able to understand Zapotec writing. It appears to include both symbols for sounds and symbols representing ideas. Some of the carvings show human heads upside down. Among the ancient peoples of Mexico, showing a head upside down indicates defeat or death.

The second period of Monte Albán dates from 100 B.C. to A.D. 200. It includes Mound J, an arrow-shaped platform that may have been used as an observatory. The third period is from A.D. 200 to 700. Dating from this time are spectacularly painted tombs and carved stone relief sculptures.

After this time, Monte Albán was abandoned, though researchers do not know why. Some say that local resources of wood and fertile land may have been used up. While the reason is unclear, it is certain that the town was not entirely forgotten. Though

the Zapotec no longer used the site, a neighboring people apparently thought it was still a spiritually powerful place. A group called the Mixtec buried their dead in the old Zapotec tombs. In addition, the artifacts found in another Zapotec relic called Tomb Seven are of Mixtec origin. These items are made of gold, silver, turquoise, black marble, and obsidian, a glasslike rock formed by volcanoes.

Even though the Zapotec abandoned Monte Albán, they continued to live at other sites. They apparently moved their religious center to nearby Mitla. This town was farther removed from the Mixtec, who were now entering the valley. The Zapotec turned a hill near Mitla into a fortress and began expanding the town. Buildings dating after A.D. 1200 show a new stage in Zapotec art. The outside faces of these new structures included complex patterns of geometric figures made of raised stone.

These ancient sites still retain a hold on the modern Zapotec people. In his report on the first digging at Monte Albán, Caso made that clear. At the base of a stairway in Monte Albán, he found a pottery bowl with five shallow plates that had once held food. He judged the age of the pottery to be only about 50 years old. He thought the food might be a sacrifice to the ancient gods. In Mitla he found one of the ancient ruins graced with

a wreath of flowers of the kind . . . still used by the Indians in their burial ceremonies, and the remnants of a wax candle which some pious soul had lighted to appeal to the gods of Mictlán (the realm of the dead). . . .

## Questions

1. **Summarizing** What are the three periods of Monte Albán?
2. **Making Inferences** Why did the Zapotec abandon Monte Albán?
3. **Drawing Conclusions** Do the ancient Zapotec sites have any interest to the Zapotec people today? Explain.



CHAPTER  
9

## Section 3

## HISTORYMAKERS

# The Chavín Culture

## *Uniting the Andes Peoples*

*"Chavin did, for the first time, join the various valley cultures in a set of common cultural practices related to religion. It therefore set the stage for later political [union] of the various valley polities into larger, inclusive empires."—anthropologists Kenneth Feder and Michael Alan Park*

Two miles above sea level, in an ancient town in Peru, stands a remarkable pillar made of granite. Carved onto it is a human form with a jaw that has the sharp fangs of a great hunting cat and has snakes for hair. Called the Smiling God, the statue is thought to be the center of an ancient religion. Thousands of years ago, many different Native American peoples lived in what is now Peru. Each of these peoples developed in relative isolation. Those living on the coast had little contact with those in the high mountains nearby, and groups living in different mountain valleys had little communication. However, there is evidence of a growing cultural exchange over time. Coastal groups had long built U-shaped structures for religious ceremonies. These now began appearing in the mountains. On the other hand, mountain dwellers had for many centuries used the llama for heavy work. Llamas now began to appear in greater numbers on the coast. Around 900 B.C., the religious practices of a group of mountain people began to spread throughout the area. These people were named the Chavín after one of their chief sites, Chavín de Huantar, in central Peru. What united the people of the Chavín culture was not military conquest but religion. The Chavín religion centered on creatures that were part human and part animal. The Smiling God described above was one.

The walls of Chavín de Huantar are decorated with other versions of the Smiling God. In addition, along one side are 14 eagles that have a jaguar's fangs. They lead to another room that is home to the Staff God. This figure also has a jaguar's face and snakes for hair. He gets his name from two outstretched arms, each of which holds a long staff. Some think that the figure represents a sky god linked to the movements of the stars and planets. The Chavín also changed this temple over the years. It was enlarged, and a long walkway was added. Furthermore, the site of Chavín de Huantar shows evidence that it was a complex community in which people lived near the temples.

Chavín de Huantar was not the only temple center for this culture. Archaeologists have found other versions of the Staff God far from that site. For example, a similar figure was discovered in Bolivia, near Lake Titicaca. The people who built these other temples used the materials at hand. Chavín de Huantar was made of stone, but in the coastal areas temples were made of mud-dried brick. One site has evidence of human sacrifice. A female skeleton was buried beneath the carving of a cat's head and paws. Other locations have pyramids that include carvings of cats, snakes, and humans.

Unlike Chavín de Huantar, these places do not give any indication that people lived there. They seem to be only religious sites.

The culture is revealed in more than just statues. There is also a common tradition of pottery that evolved. Many pots are decorated with cat fangs. In the early years, stoneware was either dark red, brown, or gray. Most common are open bowls and bottles; some pieces were deeply cut or scored for decorations. Later pieces are different. Bottles have longer, thinner, and more delicate spouts. Some later pieces have flower decorations. Others are made in the shape of humans, animals, or fruits. Many of the later pots are also decorated in more than one color. After 200 B.C., the Chavín culture faded.

Researchers have yet to learn why. The unity brought to northern and central Peru disappeared. Now, only the stones and pieces of pottery remain to tell of their hidden past.

## Questions

1. **Drawing Conclusions** How did geography keep the ancient Native Americans of Peru isolated from one another?
2. **Comparing and Contrasting** Which figure may have been more important, the Smiling God or the Staff God? Explain.
3. **Making Inferences** How did people in particular communities adapt the Chavín buildings to local resources?

**CHAPTER**  
**9**  
**Section 3**

**CONNECTIONS ACROSS TIME AND CULTURES**

*Patterns of Human Settlement:  
Early Civilizations*

**THEMATIC CONNECTION:**  
**CULTURAL INTERACTION**

*As you learned in this chapter, the earliest Americans developed flourishing civilizations in Mesoamerica and in the Andes Mountains of South America. Although the rise of civilization in the Americas is relatively recent compared with the development of civilization in other parts of the world, it followed a similar pattern. To identify this pattern, complete the activities below.*

1. Prospering agricultural villages and surpluses of food helped lead to the rise of civilizations. Give some examples from the rise of civilization in the Americas. \_\_\_\_\_  
\_\_\_\_\_
2. According to most scholars, civilizations share five characteristics. Give examples of each of these characteristics from early civilizations in the Americas.

|                              |
|------------------------------|
| <b>Advanced Cities:</b>      |
| <b>Specialized Workers:</b>  |
| <b>Record Keeping:</b>       |
| <b>Complex Institutions:</b> |
| <b>Advanced Technology:</b>  |

3. As the economy becomes more specialized, social classes begin to emerge. Describe the social structure in Olmec culture. \_\_\_\_\_  
\_\_\_\_\_
4. As populations grew, religion became more organized. Describe some religious traditions that were followed by some of the earliest American civilizations. \_\_\_\_\_  
\_\_\_\_\_
5. Identify other ways in which the rise of civilization in the Americas parallels the rise of ancient civilizations in different parts of the world. \_\_\_\_\_  
\_\_\_\_\_

# CHAPTER 9

## SCIENCE & TECHNOLOGY

# High Tech Dating Techniques

## Section 1

*Archaeologists use soil meters and satellite pictures to figure out where to dig and instruments such as picks and sieves to uncover artifacts. But their next task is often even more challenging—determining the age of what they find.*

Scientists have developed a wide range of methods for determining the age of items discovered during archaeological digs. This process is called archaeometry and is made up of two different types of dating: relative dating and absolute dating.

Relative dating gives scientists information about how old an object is as compared to other objects. For instance, bones found in a particular dig site can be dated in comparison to each other by measuring the amount of fluorine in them. Fluorine from underground water slowly seeps into buried bones. Therefore, those with large amounts of fluorine in them would be considered older than bones with small amounts of fluorine.

Absolute dating measures the age of an object in years. The absolute dating method used depends on the type of artifact being examined. Items that were alive at one time must be dated differently than objects such as stone tools.

The most common method of dating the remains of plants, animals, and humans is called radiocarbon dating. This technique determines the age of former living things by measuring the amount of carbon left behind. All living things absorb two kinds of carbon atoms from the atmosphere when they are alive: carbon 12 and carbon 14, which is known as radiocarbon. In living human beings, for example, radiocarbon is constantly decaying, but it is always being replaced by food provided by plants. However, when a human being dies, the replenishment of radiocarbon stops.

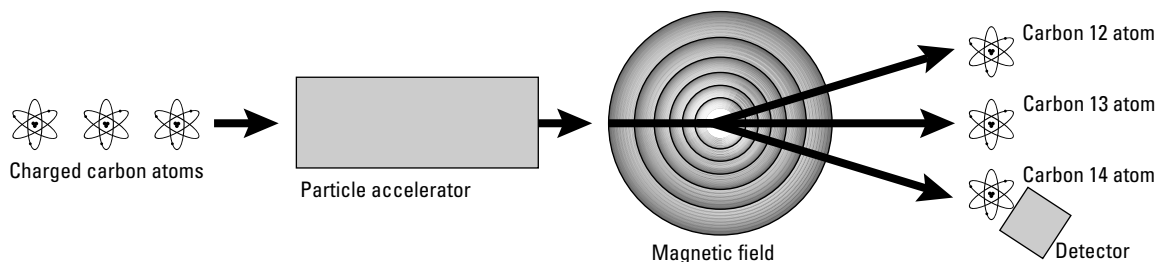
Archaeologists know that the ratio of carbon 12 to carbon 14 slowly decreases from a dead person at a uniform rate. For example, scientists know that half the radiocarbon disappears after 5,700 years.

Therefore, archaeologists can accurately determine the age of a specimen by measuring the amount of carbon 12 and carbon 14 left in the remains. This method works well for organisms that have died within the past 50,000 years.

A more recent technique has been developed in which scientists use a particle accelerator to actually count individual atoms of carbon 14 and carbon 12. This method allows for accurate dating of extremely small objects that are up to 60,000 years old. Modern technology has provided archaeologists and paleontologists with a wide variety of precise tools to find, uncover, and date artifacts. Further use of satellites, computers, digital photography, and sophisticated electronic devices will continue to help archaeologists understand the past.

## Questions

1. **Determining Main Ideas** What is the most common method of dating plants, animals, and human remains?
2. **Clarifying** How do archaeologists determine the dates of artifacts in relation to each other?
3. **Drawing Conclusions** Would the remains of a living thing have more or less carbon 14 in it after being buried for 10,000 years? Why?



A particle accelerator shoots carbon atoms into a magnetic field. A detector then counts the carbon 14 atoms to determine the amount of radiocarbon.



**CHAPTER**  
**9****Section 1****RETEACHING ACTIVITIES** *The Earliest Americans****Determining Main Ideas***

Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

|                   |                 |          |
|-------------------|-----------------|----------|
| Tehuacan Valley   | Beringia        | mastodon |
| arts and crafts   | food            | maize    |
| extinct           | trading         | hunting  |
| cotton            | building trades | Ice Age  |
| sabre-tooth tiger | agriculture     |          |

1. The ancient peoples of the Americas survived at first by \_\_\_\_\_.
2. The land bridge that connected the ancient Americas to Asia was known as \_\_\_\_\_.
3. The first people arrived in the Americas toward the end of the last \_\_\_\_\_, which lasted from roughly 1.6 million to about 10,000 B.C.
4. Early Americans' most challenging prey was the \_\_\_\_\_.
5. Animals that were overhunted and virtually disappeared from their habitats were thought to have become \_\_\_\_\_.
6. A revolution in \_\_\_\_\_, which began in central Mexico around 7000 B.C., changed the way of life in the Americas.
7. \_\_\_\_\_ quickly became the most important crop in the early Americas.
8. The \_\_\_\_\_, south of present-day Mexico City, was the site where several permanent villages were established.
9. The cultivation of crops brought about a more reliable and expanding supply of \_\_\_\_\_.
10. Improved farming eventually allowed some people to turn to non-agricultural pursuits such as \_\_\_\_\_ and \_\_\_\_\_.

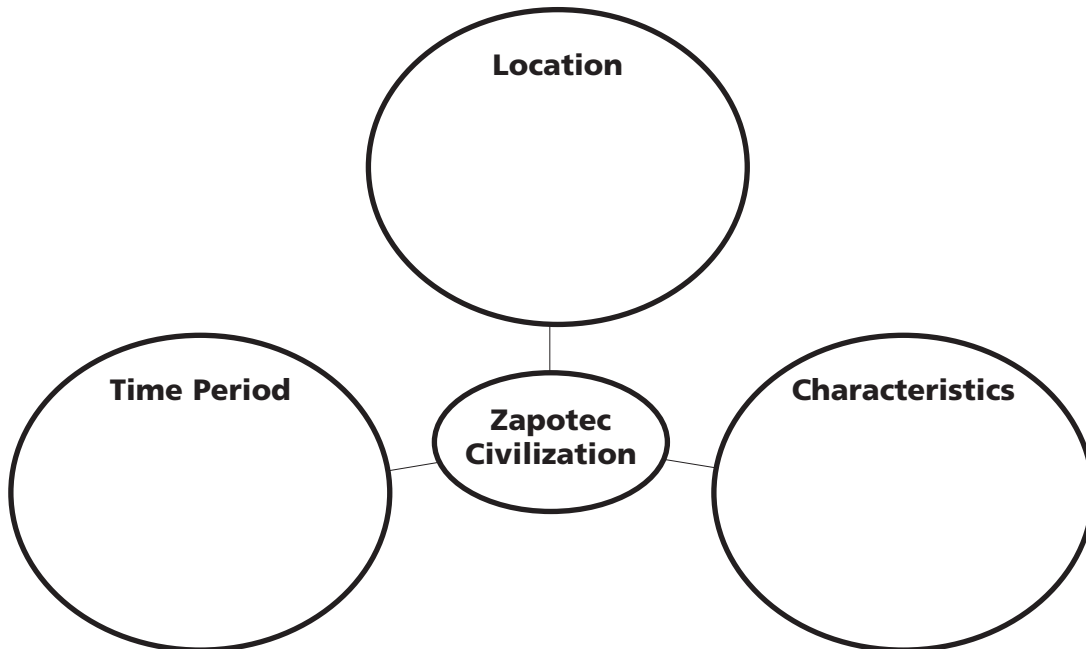
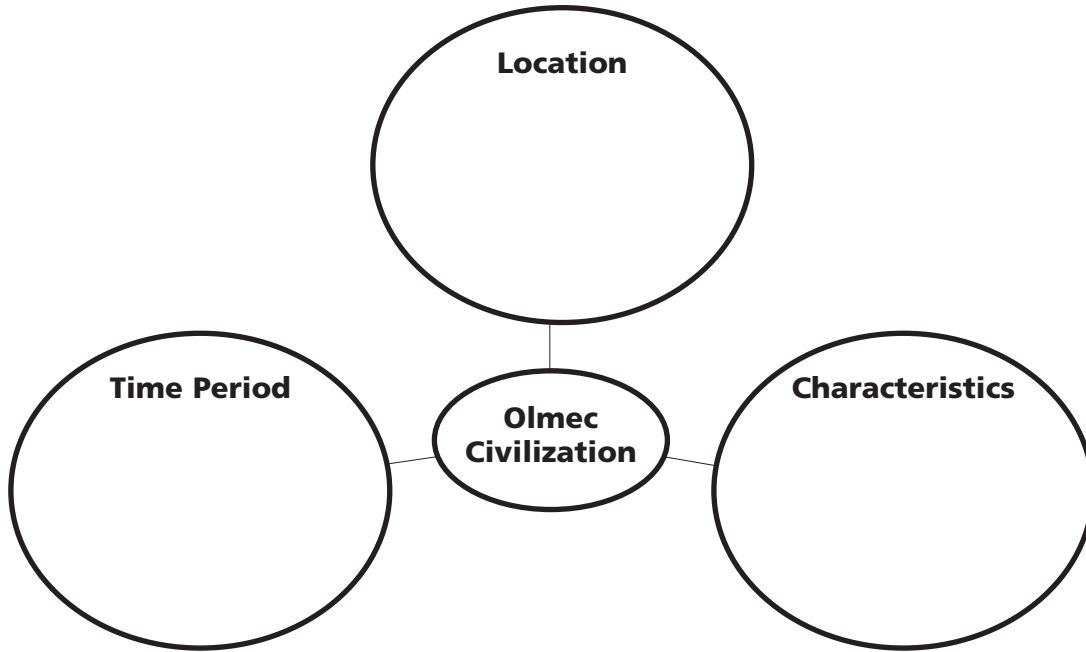
CHAPTER  
**9**  
Section 2

RETEACHING ACTIVITIES

*Early Mesoamerican  
Civilization*

***Determining Main Ideas***

Complete the following web diagrams on two early Mesoamerican civilizations. Write your answers within each oval in the space provided.



CHAPTER  
**9**  
Section 3

## RETEACHING ACTIVITIES

*Early Civilizations  
of the Andes***Multiple Choice**

Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. ____ The rugged mountain range that stretches down the western edge of South America is</p> <ul style="list-style-type: none"><li>a. the Rockies.</li><li>b. the Hindu Kush.</li><li>c. the Himalayas.</li><li>d. the Andes.</li></ul> <p>____ 2. South America's first civilizations emerged in</p> <ul style="list-style-type: none"><li>a. Brazil.</li><li>b. Peru.</li><li>c. Argentina.</li><li>d. Chile.</li></ul> <p>____ 3. The first inhabitants to establish villages along the Pacific coast in South America were</p> <ul style="list-style-type: none"><li>a. soldiers.</li><li>b. traders.</li><li>c. hunter-gatherers.</li><li>d. farmers.</li></ul> <p>____ 4. The first important civilization that arose in the South American mountains was</p> <ul style="list-style-type: none"><li>a. the Zapotec civilization.</li><li>b. the Nok culture.</li><li>c. the Chavín culture.</li><li>d. the Olmec culture.</li></ul> | <p>____ 5. The Nazca culture is known for its beautiful</p> <ul style="list-style-type: none"><li>a. textiles and pottery.</li><li>b. rugs.</li><li>c. scenery.</li><li>d. paintings.</li></ul> <p>____ 6. The unusual patterns of line drawings found on the plains of southeastern Peru belonged to the</p> <ul style="list-style-type: none"><li>a. Mayan culture.</li><li>b. Chavín culture.</li><li>c. Moche culture.</li><li>d. Nazca culture.</li></ul> <p>____ 7. The culture that thrived on the northern coast of Peru was the</p> <ul style="list-style-type: none"><li>a. Moche culture.</li><li>b. Chavín culture.</li><li>c. Incan culture.</li><li>d. Nazca culture.</li></ul> <p>____ 8. Much of the detail known about the life of the Moche comes from</p> <ul style="list-style-type: none"><li>a. written records.</li><li>b. their pottery.</li><li>c. oral histories.</li><li>d. cave paintings.</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

CHAPTER  
**10**

## Section 1

GUIDED READING *The Rise of Islam*

**A. Analyzing Causes and Recognizing Effects** As you read about Muhammad's life and the rise of Islam, fill out the charts below to help you understand causes and effects. There can be one or several answers to each question.

**The Prophet Muhammad**

| CAUSE                                             |
|---------------------------------------------------|
| 1. What were Muhammad's revelations?              |
| EFFECTS                                           |
| 2. Why were Muhammad's ideas unpopular in Mecca?  |
| 3. In what way(s) was the Hijrah a turning point? |
| 4. Why was Muhammad's return to Mecca important?  |

**Beliefs and Practices of Islam**

| CAUSE                                                                                                |
|------------------------------------------------------------------------------------------------------|
| 5. What does Islam teach its followers?                                                              |
| EFFECTS                                                                                              |
| 6. How does carrying out the Five Pillars and other laws of Islam affect the daily lives of Muslims? |
| 7. How did observing Islamic teachings create unity among Muslims?                                   |
| 8. How did Islamic law affect Muslim attitudes toward Christians and Jews?                           |

**B. Clarifying** On the back of this paper, explain the relationship of each term to the religion of Islam.

Allah

Qur'an

mosque

hajj

Sunna

shari'a

**CHAPTER**  
**10****Section 2****GUIDED READING** *Islam Expands*

**A. Summarizing** In the years following the death of Muhammad, the Muslims created a huge empire. Take notes to answer the questions about how Muhammad's successors spread Islam during this period of expansion.

| The "Rightly Guided" Caliphs                                                      |  |
|-----------------------------------------------------------------------------------|--|
| 1. What did the "Rightly Guided" caliphs use as guides to leadership?             |  |
| 2. What changes did they make during their rule?                                  |  |
| 3. Why were they successful in their quest to expand the empire and spread Islam? |  |

| The Umayyads                                             |  |
|----------------------------------------------------------|--|
| 4. What ended the elective system of choosing a caliph?  |  |
| 5. What changes did the Umayyads make during their rule? |  |
| 6. What led to the downfall of the Umayyads?             |  |

| The Abbasids                                     |  |
|--------------------------------------------------|--|
| 7. How did the Abbasids come to power?           |  |
| 8. What changes did they make during their rule? |  |
| 9. What major problem did the Abbasids face?     |  |

**B. Writing Expository Paragraphs** On the back of this paper, write a paragraph explaining the differences in the views of the **Sunni**, **Shi'a**, and **Sufi**.

CHAPTER  
**10**

GUIDED READING *Muslim Culture*

Section 3

**A. Summarizing** As you read about Muslim culture, write notes to help you summarize Muslim achievements in each area.

|                                 |                                              |
|---------------------------------|----------------------------------------------|
| <p><b>1. Muslim society</b></p> | <p><b>2. Medicine, math, and science</b></p> |
| <p><b>3. Philosophy</b></p>     | <p><b>4. Literature and the arts</b></p>     |

**B. Drawing Conclusions** On the back of this paper, define **calligraphy** and explain why it was a particularly appropriate form of art for Muslims.

**BUILDING VOCABULARY***The Muslim World*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                  |                                                                                      |
|------------------|--------------------------------------------------------------------------------------|
| ____ 1. Islam    | a. Muslim title meaning “successor” or “deputy”                                      |
| ____ 2. Muslim   | b. family of Muslim rulers who caused a fundamental division in the Muslim community |
| ____ 3. Hijrah   | c. religion based on the teachings of the prophet Muhammad                           |
| ____ 4. caliph   | d. Muhammad’s migration from Mecca to Yathrib                                        |
| ____ 5. Umayyads | e. group of Muslims who believed that the caliph should be descended from Muhammad   |
| ____ 6. Shi’a    | f. group of Muslims who believed that the caliph should follow Muhammad’s example    |
| ____ 7. Sunni    | g. a follower of Islam                                                               |
| ____ 8. Sufi     | h. group of Muslims who pursued a life of poverty and devotion to a spiritual path   |

**B. Completion** Select the term or name that best completes the sentence.

|         |        |            |             |
|---------|--------|------------|-------------|
| Fatimid | haji   | Abbasids   | calligraphy |
| shari’a | mosque | Al-Andalus | Qur’an      |

1. The holy book of the Muslims is called the \_\_\_\_\_.
2. A body of law based on the guidance of the Qur’an and Sunna is known as \_\_\_\_\_.
3. The \_\_\_\_\_ caliphate was formed by Shi’a Muslims who claimed descent from Muhammad’s daughter Fatima.
4. The group who took control of the Muslim empire after the Umayyads was the \_\_\_\_\_.
5. The art of beautiful handwriting is called \_\_\_\_\_.
6. An Islamic house of worship is called a \_\_\_\_\_.

**C. Writing** Write a paragraph describing some of the teachings of Islam using the following terms.

Muhammad      Allah      haji      Qur’an      Sunna



CHAPTER  
**10**

Section 1

SKILLBUILDER PRACTICE *Making Predictions*

*When you make a prediction, you evaluate actions that leaders or groups have taken in the past, and then suggest what course of action they might take in the future. As you read the passages below, think about what they suggest about how Muslims view nonbelievers. Then answer the questions that follow. (See Skillbuilder Handbook)*

**Passage 1: Letter from Muhammad to the princes of Yemen**

He who . . . bears witness to his Islam and helps the believers against the polytheists, he is a believer with a believer's rights and obligations. . . . If a Jew or Christian becomes a Muslim, he is a believer with his rights and obligations. He who holds fast to his religion, Jew or Christian, is not to be turned from it. He must pay the poll tax—for every adult, male or female, free or slave. . . . He who pays that to God's apostle has the guarantee of God and His apostle, and he who withholds it is the enemy of God and His apostle.

*from Ibn Ishāq, Life of Muhammad, translated by A. Guillaume (Oxford University Press, 1955), 643.*

**Passage 2: From the Qur'an, Sura V**

Of old did God accept the covenant of the children of Israel . . . But for their breaking their covenant we have cursed them and hardened their hearts. They shift the words of the Scripture from

their places, and have forgotten part of what they were taught. . . . And of those who say, "We are Christians," have we accepted the covenant. But they too have forgotten a part of what they were taught. . . .

O people of the Scriptures! now is our Apostle come to you to clear up to you much that ye concealed of the Scriptures, and to pass over many things. Now hath a light and a clear Book come to you from God. . . .

**Passage 3: From the Qur'an, Sura II**

And fight for the cause of God against those who fight against you . . . And kill them wherever ye shall find them, and eject them from whatever place they have ejected you; for civil discord is worse than carnage [massacre]: yet attack them not at the sacred Mosque, unless they attack you therein; but if they attack you, slay them. Such is the reward of infidels. . . .

1. According to Muhammad and the Qur'an, who are the infidels? \_\_\_\_\_  
\_\_\_\_\_
2. What do the first two passages suggest about how Muslims viewed converts to their faith? \_\_\_\_\_  
\_\_\_\_\_
3. What does the letter to the Yemen princes suggest about how Muhammad viewed religious tolerance? \_\_\_\_\_  
\_\_\_\_\_
4. From these passages, what circumstances do you predict might compel Muslims to declare war? \_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**10**

Section 2

GEOGRAPHY APPLICATION: PLACE

# Rule and Taxation Under the Umayyads

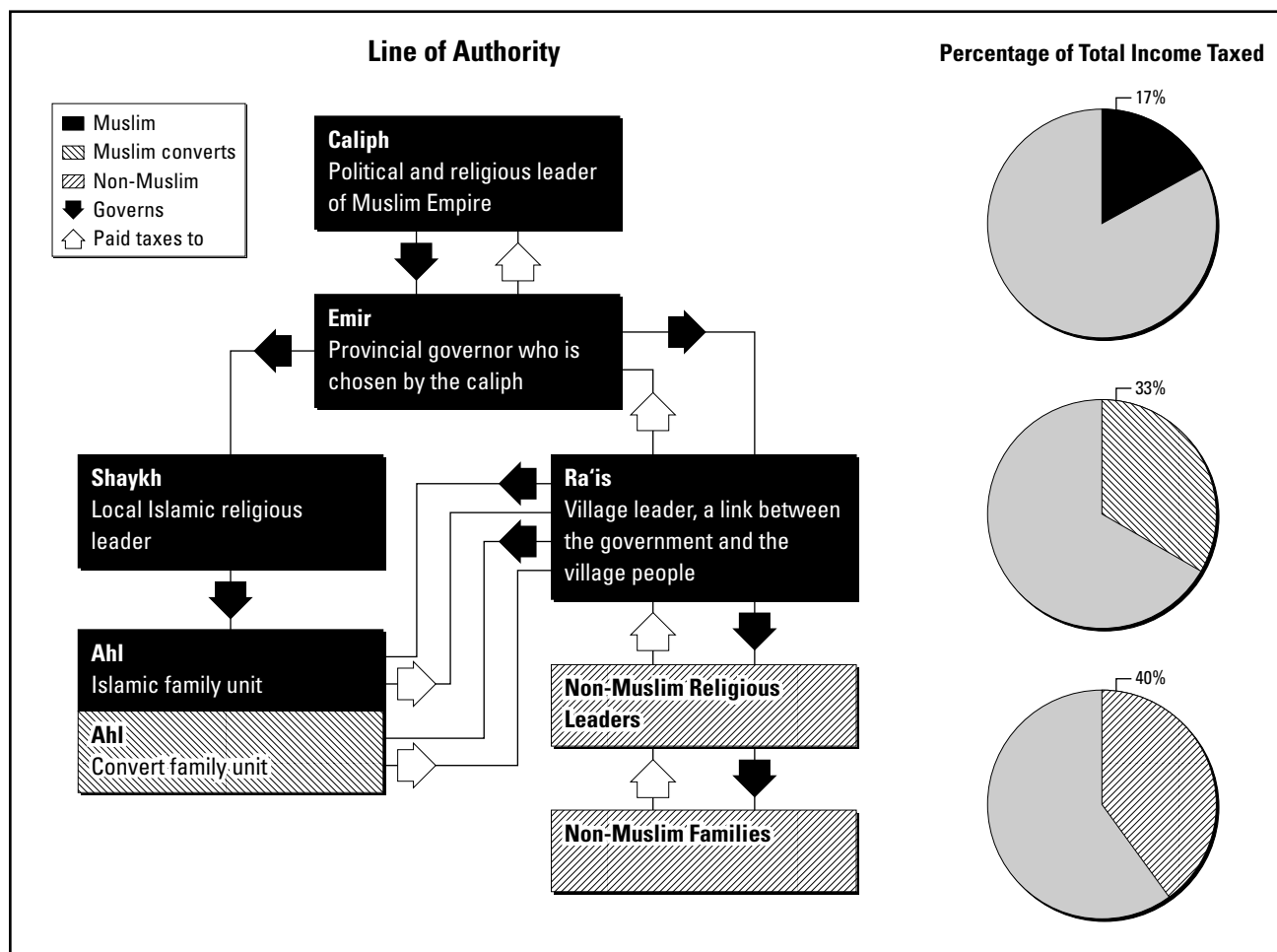
Directions: Read the paragraphs below and study the charts carefully. Then answer the questions that follow.

After the assassination of the Muslim Empire's fourth leader, or caliph, in 661, a family known as the Umayyads took control of the region. The Umayyad leader became the fifth caliph and undertook several changes.

As the borders of the Muslim Empire grew, conquered peoples included Jews, Christians, pagans (who believed in many different gods), and people who had no religion at all. While the Muslims were generally tolerant of these people, many coming under Muslim rule converted to Islam on their own. In this way they avoided the taxes that non-Muslims were required to pay. However, the Umayyads

changed the system and began taxing everyone—Muslims and non-Muslims alike.

The Umayyads also made another significant change in the way the empire was ruled. Instead of the rule passing from caliph to caliph through election, the fifth caliph instituted a succession of leaders based on birth. He also instituted a bureaucracy, a system of rule consisting of many different departments managed by workers whom he had appointed. Provinces were ruled by emirs, or governors, with a line of authority eventually reaching down to the people. The caliph even kept some Christians in the same government posts they had formerly held.



**Interpreting Text and Visuals**

1. In the Muslim Empire, who is considered their leader—their authority—on earth?  
\_\_\_\_\_
2. From whom did he directly receive taxes?
3. What person actually did the governing in each province of the Muslim Empire?
4. Which grouping was governed by both religious and government leaders at the same time?  
\_\_\_\_\_
5. What do you call a departmental system of rule?
6. Which was the only group governed by the caliphs that did not pay taxes to someone?  
\_\_\_\_\_
7. Which group paid the highest percentage of their income in taxes?
8. Did Muslim converts pay taxes in an amount closer to people born Muslims or to non-Muslims?  
\_\_\_\_\_
9. Why were the shaykhs not involved in governing the non-Muslims?  
\_\_\_\_\_

CHAPTER  
**10**

## Section 1

PRIMARY SOURCE *from the Qur'an*

*The Qur'an is the holy book of the Muslims. Written in classical Arabic, it is divided into 114 suras, or chapters. According to Muslim tradition, the Qur'an contains revelations from Allah that were transmitted through the angel Gabriel to Muhammad. What does the following passage from sura 4 of the Qur'an tell you about Islamic views on the rights of men and women?*

In the Name of God, the Merciful, the Compassionate

Give the orphans their property, and do not exchange the corrupt for the good; and devour not their property with your property; surely that is a great crime. . . .

But do not give to fools their property that God has assigned to you to manage; provide for them and clothe them out of it, and speak to them honorable words. Test well orphans, until they reach the age of marrying; then, if you perceive in them right judgment, deliver to them their property; consume it not wastefully and hastily ere they are grown. If any man is rich, let him be abstinent; if poor, let him consume in reason.

And when you deliver to them their property, take witnesses over them; God suffices for a reckoner.

To the men a share of what parents and kinsmen leave, and to the women a share of what parents and kinsmen leave, whether it be little or much, a share apportioned; and when the division is attended by kinsmen and orphans and the poor, make provision for them out of it, and speak to them honorable words. . . .

Do not covet that whereby God in bounty has preferred one of you above another. To the men a share from what they have earned, and to the women a share from what they have earned. And ask God of His bounty; God knows everything. . . .

Men are the managers of the affairs of women for that God has preferred in bounty

one of them over another, and for that they have expended of their property. Righteous women are therefore obedient, guarding the secret for God's guarding. . . .

If a woman fear rebelliousness or aversion in her husband, there is no fault in them if the couple set things right between them; right settlement is better; and souls are very prone to avarice. If you do good and are godfearing, surely God is aware of the things you do.

You will not be able to be equitable between your wives, be you ever so eager; yet do not be altogether partial so that you leave her as it were suspended. If you set things right, and are godfearing, God is All-forgiving, All-compassionate. But if they separate, God will enrich each of them of His plenty; God is All-embracing, All-wise.

*from Arthur J. Arberry, The Koran Interpreted, Vol. 1 (London: George Allen and Unwin, Ltd., 1955), 100–106, 119–120. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. 1 (New York: HarperCollins, 1988), 101–106.*

## Discussion Questions

1. **Clarifying** Imagine you have to raise three orphans and manage their property according to the Qur'an.
  - a. When should you give them their property?
  - b. What should you do if one of them is mentally incompetent—a “fool”?
2. **Making Inferences** What can you infer from this passage about the rights of men and women? Explain your answer.

CHAPTER  
**10**

Section 2

PRIMARY SOURCE

# The Duties of the Caliph

by Al-Mawardi

*In 632 the first caliph or imam—a leader of the Muslims—was elected to succeed Muhammad. Under the Abbasid caliphate in Baghdad in the 1000s, a legal scholar named Al-Mawardi wrote Ordinance of Government to describe the powers and duties of the caliph. What were the caliph's ten duties in the conduct of public affairs?*

The duties of the Imam in the conduct of public affairs are ten:

1. To maintain the religion according to established principles and the consensus of the first generation of Muslims. If an innovator appears or if some dubious person deviates from it, the Imam must clarify the proofs of religion to him, expound that which is correct, and apply to him the proper rules and penalties so that religion may be protected from injury and the community safeguarded from error.
2. To execute judgments given between litigants and to settle disputes between contestants so that justice may prevail and so that none commit or suffer injustice.
3. To defend the lands of Islam and to protect them from intrusion so that people may earn their livelihood and travel at will without danger to life or property.
4. To enforce the legal penalties for the protection of God's commandments from violation and for the preservation of the rights of his servants from injury or destruction.
5. To maintain the frontier fortresses with adequate supplies and effective force for their defense so that the enemy may not take them by surprise, commit profanation there, or shed the blood, either of a Muslim or an ally.
6. To wage holy war [*jihad*] against those who, after having been invited to accept Islam, persist in rejecting it, until they either become Muslims or enter the Pact so that God's truth may prevail over every religion.
7. To collect the booty and the alms in conformity with the prescriptions of the Holy Law, as defined by explicit texts and by independent judgment, and this without terror or oppression.
8. To determine the salaries and other sums due from the treasury, without extravagance and without parsimony, and to make payment at the proper time, neither in advance nor in arrears.
9. To employ capable and trustworthy men and appoint sincere men for the tasks which he delegates to them and for the money which he entrusts to them so that the tasks may be competently discharged and the money honestly safeguarded.
10. To concern himself directly with the supervision of affairs and the scrutiny of conditions so that he may personally govern the community, safeguard the faith, and not resort to delegation in order to free himself either for pleasure or for worship, for even the trustworthy may betray and the sincere may deceive. God said, "O David, we have made you our vicegerent on earth; therefore, judge justly among men and do not follow your caprice, which will lead you astray from God's path."

from Bernard Lewis, ed., *Islam from the Prophet Muhammad to the Capture of Constantinople* (New York: Harper and Row, 1974), Vol. 1, 150–51, 171–79. Reprinted in Peter N. Stearns, ed., *Documents in World History*, Vol. 1 (New York: HarperCollins Publishers, 1988), 114–115.

## Activity Options

1. **Summarizing** Create a two-column chart. In one column, list the caliph's religious duties. In the other column, list his nonreligious duties. Share your chart with classmates.
2. **Using Aural Stimuli** Invite a religious leader in your community—such as a priest, a rabbi, or a minister—to speak to the class about his or her duties in the conduct of public affairs. Then write a paragraph in which you compare the duties of the guest speaker with those of the caliph.

Excerpt from "The Duties of the Caliph," from *Islam: From the Prophet Muhammad to the Capture of Constantinople*, Vol. 1, edited and translated by Bernard Lewis. Copyright © 1974 by Bernard Lewis. Used by permission of HarperCollins Publishers, Inc.



## Section 3

**PRIMARY SOURCE** *On Mental Discipline*  
by Moses Ben Maimon

*Moses Ben Maimon, who was also known as Maimonides, was a Jewish philosopher and physician who lived in Islamic Spain and Egypt in the 12th century. Maimonides tried to reconcile philosophy and religion with scientific studies. He wrote Rules of Health, a health regimen for Saladin's son, Sultan al-Malik al-Afdal, in about 1198. As you read this passage, think about the medical, religious, and philosophical ideas Maimonides expresses.*

It is well known to our master—may God grant him a long life—that emotions of the soul affect the body and produce great, significant and wide-ranging changes in the state of health. Physicians therefore advise that the emotions of the soul be watched, regularly examined, and kept well balanced. The physician should see to it that the sick and healthy alike be of cheerful disposition; emotions that cause upset and disorders should be smoothed out. This is essential for the cure of every patient, and especially for the care of mental cases like hypochondria, depressed and melancholy persons. Likewise, in the case of a patient who is afflicted by hallucinations or nervous anxiety in matters that should not cause distress, or by lack of cheerfulness in matters that usually cause joy, the physician should apply no treatment before he removes the irritating condition.

The physician should not consider the treatment of upset emotions a medical skill. It is rather a problem of practical philosophy and religious ethics. Philosophers who have written books on many branches of science have also dealt in numerous works with the training of character, with spiritual education, and with the matters of acquiring virtues. They show the ways by which to remove character-faults so that the disposition to wrong action may disappear.

We find emotional affections of great intensity only in persons who have no notion of philosophical principles, of religious ethics, and of ethical teachings in general. Such persons are unbalanced, timid and unenergetic. Distress and misfortune aggravate their trouble so that they scream and cry and strike their cheeks and chest; some persons are so completely unnerved by misfortune that they die suddenly or after a short time as a result of it. And, likewise, if persons of this kind meet with good

luck, they become overexcited. Those lacking psychological balance exaggerate the importance of the lucky circumstance to such an extent that they die in excess of joy. . . .

Those, however, who are trained in philosophy and in religious and general ethics gain strength thereby. Their souls are only slightly exposed to extraneous influences. The more mental training man has, the less affected he will be by luck or misfortune. He will not get excited over a very fortunate event and will not exaggerate its value. Likewise, if one meets disaster, he will not be disturbed and aggrieved, but will bear it valiantly. This discourse does not intend to demonstrate the truth of this thesis. Much has already been written on it at various times and among civilized nations that cultivate the sciences. Your servant only desired to set forth a few simple remarks on mental discipline and on the usefulness of ethical literature and the teachings of the wise. They teach how to strengthen the soul that it may regard the truth as true and the false as false. Then the emotions will calm down, and the nervous anxiety disappear; the disposition will be cheerful, regardless of the situation in which a person may find himself.

*from Moses Maimonides, Rules of Health (1198). Reprinted in Jacob S. Minkin, The World of Moses Maimonides (New York: Thomas Yoseloff, 1957), 388–389.*

## Research Option

**Using Research in Writing** Sultan al-Malik al-Afdal, the patient for whom Maimonides wrote *Rules of Health*, suffered from depression. Use print and on-line resources to find out what causes depression, what its symptoms are, and how it is treated today. Then write a brief summary based on your findings.



CHAPTER  
**10**

Section 3

**PRIMARY SOURCE** *from The Life of Ibn Sina*

*Ibn Sina (980–1037), known in Europe as Avicenna, was a Persian physician and philosopher noted for his Canon of Medicine, a standard medical textbook used in Europe until the 17th century. As you read this excerpt from his autobiography, think about his accomplishments in different fields of scholarship.*

I was born [in the village of Afshanah], as was my brother, and then we moved to Bukhara. A teacher of the Qur'an and a teacher of literature were provided for me, and when I reached the age of ten I had finished the Qur'an and many works of literature, so that people were greatly amazed at me. . . .

I devoted myself to studying the texts—the original and commentaries—in the natural sciences and metaphysics, and the gates of knowledge began opening for me. Next I sought to know medicine, and so I read the books written on it. Medicine is not one of the difficult sciences, and therefore I excelled in it in a very short time, to the point that distinguished physicians began to read the science of medicine under me. I cared for the sick and there opened to me some of the doors of medical treatment that are indescribable and can be learned only from practice. In addition I devoted myself to jurisprudence and used to engage in legal disputations, at that time being sixteen years old.

Then, for the next year and a half, I dedicated myself to learning and reading; I returned to reading logic and all the parts of philosophy. During this time I did not sleep completely through a single night nor devote myself to anything else by day. . . .

I used to visit the mosque frequently and worship, praying humbly to the All-Creating until He opened the mystery of it to me and made the difficult seem easy. At night I would return home, set out a lamp before me, and devote myself to reading and writing. Whenever sleep overcame me or I became conscious of weakening, I would turn aside to drink a cup of wine, so that my strength would return to me. Then I would return to reading. And whenever sleep seized me I would see those very problems in my dream; and many questions became clear to me in my sleep. . . .

It happened that the Sultan of that time in Bukhara, Nuh ibn Mansur, had an illness which baffled the doctors. Since my name had become well known among them as a result of my zeal for learning and reading, they brought me to his attention and asked him to summon me. Thus I presented myself and joined with them in treating him, and so became enrolled in his service. One day I asked him to permit me to go into their library, to get to know it and to read its books. He gave me permission and I was admitted to a building which had many rooms; in each room there were chests of books piled one on top of the other. In one of the rooms were books on the Arabic language and poetry, in another, on jurisprudence, and likewise in each room [were books on] a single science. So I looked through the catalogue of books by the ancients and asked for whichever one I needed. . . .

So when I had reached the age of eighteen I was finished with all of these sciences; at that time I had a better memory for learning, but today my knowledge is more mature; otherwise it is the same; nothing new has come to me since. . . .

*from William E. Gohlman, The Life of Ibn Sina (Albany, New York: State University of New York Press, 1974), 17–39.*

## Activity Options

1. **Following Chronological Order** Using information in this excerpt, create a time line listing important milestones in Ibn Sina's life in the order in which these events occurred.
2. **Developing Historical Perspective** Write a diary entry from Ibn Sina's point of view. Record your thoughts about the pursuit of knowledge in general or your scholarly achievements in particular.



**CHAPTER**  
**10**  
**Section 3****LITERATURE SELECTION** *from The Arabian Nights*

The Arabian Nights, also known as The Thousand and One Nights, is a collection of stories from Arabia, India, and Persia. Some of the stories date back to the eighth century, others to as late as the sixteenth. Believing that women cannot be trusted, King Shahrayar (Shahryar) swears to marry for one night only. Each morning, he has his new wife killed. In order to save the people from this cruelty, a clever woman named Shahrazad (Scheherezade) offers to marry the king. Each night she tells part of a story; the king is so curious to find out how each story ends that he delays having her put to death. As you read the following excerpt from "The Third Dervish's Tale," consider what it reveals about Islamic cultural values.

***The Fifty-Third Night***

The following night Dinarzad said, "Please, sister, if you are not sleepy, tell us a tale to while away the night." The king added, "Finish the dervishes' tale." Shahrazad replied, "Very well":

It is related, O King, that the third dervish said:

[The Third Dervish's Tale]

O great lady, the story behind the shaving off of my beard and the loss of my eye is stranger and more amazing than theirs, yet it is unlike theirs, for their misfortune took them by surprise, whereas I knowingly brought misfortune and sorrow upon myself. My father was a great and powerful king, and when he died, I inherited the kingdom. My name is 'Ajib ibn-Khasib, and my city stood on the shore of a vast sea that contained many islands. My fleet numbered fifty merchantmen, fifty small pleasure boats, and one hundred and fifty ships fitted for battle and holy war. One day I decided to go on an excursion to the islands, and I carried with me a month's supply and went there, enjoyed myself, and came back. A while later, driven by a desire to give myself to the sea, I fitted ten ships, carried two months' supply, and set out on my voyage. We sailed for forty days, but on the night of the forty-first, the wind blew from all directions, the sea raged with fury, buffeting our ships with huge waves, and a dense darkness descended upon us. We gave ourselves up for lost and said, "Even if he escapes, the foolhardy deserves no praise." We prayed to the Almighty God and implored and supplicated, but the blasts continued to blow and the sea continued to rage till dawn. Then the wind died down, the waves sub-

sided, and the sea became calm and peaceful, and when the sun shone on us, the sea lay before us like a smooth sheet.

Soon we came to an island, where we landed and cooked and ate some food. We rested for two days and we set out again and sailed for ten days, but as we sailed, the sea kept expanding before us and the land kept receding behind us. The captain was puzzled and said to the lookout man, "Climb to the masthead and look." The lookout man climbed, and after he looked for a while, came down and said, "I looked to my right and saw nothing but sky and water, and I looked to my left and saw something black looming before me. That is all I saw." When the captain heard what the lookout man said, he threw his turban to the deck, plucked out his beard, beat his face, and said, "O King, I tell you that we are all going to perish. There is no power and no strength save in God, the Almighty, the Magnificent," and he began to weep and made us weep with him. Then we said to him, "Captain, explain the matter." He replied, "My lord, we lost our course on the night of the storm, and we can no longer go back. By midday tomorrow, forced by the currents, we will reach a black mountain of a metal called the magnetic stone. As soon as we sail below the mountain, the ship's sides will come apart and every nail will fly out and stick to the mountain, for the Almighty God has endowed the magnetic stone with a mysterious virtue that makes the iron love it. For this reason and because of the many ships that have been passing by for a long time, the mountain has attracted so much iron that most of it is already covered with it. On the summit facing the sea, there is a dome of Andalusian brass, supported by ten brass pillars, and on top of the dome

there is a brass horse with a brass horseman, bearing on his breast a lead tablet inscribed with talismans. O King, it is none but this rider who destroys the people, and they will not be safe from him until he falls from his horse.” Then, O my lady, the captain wept bitterly, and certain that we would perish, we too wept for ourselves with him. We bade each other good-bye, and each of us charged his friend with his instructions, in case he was saved.

We never slept a wink that night, and in the morning we began to approach the magnetic mountain, so that by midday, forced by the currents, we stood below the mountain. As soon as we arrived there, the planks of the ship came apart, and the nails and every iron part flew out toward the mountain and stuck together there. Some of us drowned and some escaped, but those who did escape knew nothing about the fate of the others. As for me, O my lady, God spared me that I might suffer what He had willed for me of hardship and misery. I climbed on one of the planks of the ship, and it was thrown immediately by the wind at the foot of the mountain. There I found a path leading to the summit, with steps carved out of the rock.

But morning overtook Shahrazad, and she lapsed into silence. Then Dinarzad said, “Sister, what a strange and entertaining story!” Shahrazad replied, “What is this compared with what I shall tell you tomorrow night if I stay alive!”

### ***The Fifty-Fourth Night***

The following night Dinarzad said to her sister Shahrazad, “Please, sister, if you are not sleepy, tell us the rest of the story of the third dervish.” Shahrazad replied, “Very well”:

O my lord, I heard that the third dervish said to the girl:

When I saw the path on the side of the mountain, I invoked the name of the Almighty God, hung against the rock, and began to climb little by little. And the Almighty God bade the wind be still and helped me with the ascent, so that I reached the summit safely and went directly to the dome. Glad at my safe escape, I entered the dome, performed my ablutions, and prayed, kneeling down several times in thanks-

giving to the Almighty God for my safety. Then I fell asleep under the dome overlooking the sea and heard in a dream a voice saying, “O ’Ajib, when you wake from your sleep, dig under your feet, and you will find a brass bow and three lead arrows inscribed with talismans. Take the bow and arrows and shoot at the horseman to throw him off the horse and rid mankind of this great calamity. When you shoot at him, he will fall into the sea, and the horse will drop at your feet. Take the horse and bury it in the place of the bow. When you do this, the sea will swell and rise until it reaches the level of the dome, and there will come to you a skiff carrying a man of brass (a man other than the man you will have thrown), holding in his hands a pair of paddles. Ride with him, but do not invoke the name of God. He will row you for ten days until he brings you to the Sea of Safety. Once there, you will find those who will convey you to your native land. All this will be fulfilled, providing that you do not invoke the name of God.”

Then I awoke and eagerly sprang up to do the voice’s bidding. I shot at the horseman, and he fell from the horse into the sea, while the horse dropped at my feet, and when I buried the horse in the place of the bow, the sea swelled and rose until it came up to me. Soon I saw a skiff in the offing, coming toward me, and I praised and thanked the Almighty God. When the skiff came up to me, I saw there a man of brass, bearing on his breast a lead tablet inscribed with names and talismans. I climbed into the skiff without uttering a word, and the boatman rowed with me through the first day and the second and on to the ninth, when I happily caught sight of islands, hills, and other signs of safety. But in my excess of joy, I praised and glorified the Almighty God, crying, “There is no god but God.” No sooner had I done that than the skiff turned upside down and sank, throwing me into the sea. I swam all day until my shoulders were numb with fatigue and my arms began to fail me, and when night fell and I was in the middle of nowhere, I became resigned to drown. Suddenly there was a violent gust of wind, which made the sea surge, and a great wave as tall as a mountain swept me and with one surge cast me on dry land; for God had willed to preserve my life. I walked ashore, wrung out my clothes, and spread them to dry.

Then I slept the whole night.

In the morning I put on my clothes and went to scout and see where I was. I came to a cluster of trees, circled around them, and as I walked further, I found out that I was on a small island in the middle of the sea. I said, “There is no power and no strength save in God, the Almighty, the Magnificent,” and while I was thinking about my situation, wishing that I was dead, I suddenly saw in the distance a ship with human beings on board, making for the island. I climbed a tree and hid among the branches. Soon the ship touched land, and there came ashore ten black men, carrying shovels and baskets. They walked on until they reached the middle of the island. Then they began to dig into the ground and to shovel the earth away until they uncovered a slab. Then they returned to the ship and began to haul out sacks of bread and flour, vessels of cooking butter and honey, preserved meat, utensils, carpets, straw mats, couches, and other pieces of furniture—in short, all one needs for setting up house. The black men kept going back and forth and descending through the trapdoor with the articles until they had transported everything that was in the ship. When they came out of the ship again, there was a very old man in their middle. Of this man nothing much was left, for time had ravaged him, reducing him to a bone wrapped in a blue rag through which the winds whistled east and west. He was like one of whom the poet said:

Time made me tremble; ah! how sore that was  
For with his might does time all mortals stalk.  
I used to walk without becoming tired;  
Today I tire although I never walk.

The old man held by the hand a young man who was so splendidly handsome that he seemed to be cast in beauty’s mold. He was like the green bough or the tender young of the roe, ravishing every heart with his loveliness and captivating every mind with his perfection. Faultless in body and face, he surpassed everyone in looks and inner grace, as if it was of him that the poet said:

With him to make compare Beauty they  
brought,  
But Beauty hung his head in abject shame.  
They said, “O Beauty, have you seen his like?”  
Beauty replied, “I have ne’er seen the same.”

My lady, they walked until they reached the trapdoor, went down, and were gone for a long time. Then the old man and the black men came out without the young man and shoveled the earth back as it was before. Then they boarded the ship, set sail, and disappeared.

I came down from the tree and, going to the spot they had covered, began to dig and shovel away. Having patiently cleared the earth away, I uncovered a single millstone, and when I lifted it up, I was surprised to find a winding stone staircase. I descended the steps, and when I came to the end, I found myself in a clean, whitewashed hall, spread with various kinds of carpets, beddings, and silk stuffs. There I saw the young man sitting on a high couch, leaning back on a round cushion, with a fan in his hand. A banquet was set before him, with fruits, flowers, and scented herbs, as he sat there all alone. When he saw me, he started and turned pale, but I greeted him and said, “My lord, set your mind at ease, for there is nothing to fear. I am a human being like you, my dear friend, and like you, the son of a king. God has brought me to you to keep you company in your loneliness. But tell me, what is your story, and what causes you to dwell under the ground?”

But morning overtook Shahrazad, and she lapsed into silence. Then Dinarzad said, “Sister, what a strange and entertaining story!” Shahrazad replied, “What is this compared with what I shall tell you tomorrow night if I stay alive!”

## Activity Options

1. **Using Aural Stimuli** With a small group of classmates, take turns reading this excerpt from *The Arabian Nights* aloud. Then discuss why you think this collection of stories has enchanted audiences for centuries.
2. **Using Visual Stimuli** Visualize a scene from this tale. Then draw a sketch for an illustrated version of the story. Display your sketch in the classroom.

**CHAPTER**  
**10****Section 1****HISTORYMAKERS****Muhammad**  
*The Messenger of Allah*

*"Believers, if you help Allah, Allah will help you and make you strong. But the unbelievers shall be [sent to eternal damnation]. He will bring their deeds to nothing. Because they have opposed His revelations, He will frustrate their works."—Qur'an, Sura 47*

Muhammad loved spending afternoons meditating in the caves around his hometown of Mecca, which is located in modern Saudi Arabia. In A.D. 610, his normal routine was interrupted when he saw a vision of the archangel Gabriel. Gabriel told Muhammad to preach the word of Allah, the one God, to the world. As a result, Muhammad formed the beginnings of a unified state for his people and founded one of the great religions of the world.

Muhammad had had a difficult childhood. His father passed away around the time he was born, and six years later his mother died. He was then raised by a grandfather and later by an uncle. Muhammad suffered financially from these personal tragedies and was left to make his own way in the world.

However, Muhammad possessed both an intelligent mind and leadership ability. When he was in his twenties, a wealthy widow named Khadijah hired him to conduct some business for her in Syria. Pleased with his work, she married Muhammad. From then on, he was comfortable materially.

Muhammad had a deeply spiritual nature. It was about this time, at the age of 40, when he saw the vision of Gabriel, the messenger for Allah. This experience led to a profound turning point for Muhammad and the world. These visions recurred intermittently for the rest of his life.

For two or three years, Muhammad told only his wife and closest friends of these visitations and the message. They became the first followers of the new religion of Islam. In 612 or 613, Muhammad began to spread his message in public. He quickly won converts from among the young men of Mecca—and opponents from among the wealthy merchants of the town. These merchants thought Muhammad was crazy and disliked his call to end differences in status between rich and poor. The merchants and others harassed Muhammad and his followers, now called Muslims. The merchants threw stones and thorns at Muhammad as he walked through the town and boycotted Islamic businesses.

Two factors protected the Muslims in these difficult times. One was the support of Abu Bakr, a

local merchant who was a believer. The other was the protection given Muhammad by Abu-Talib, his uncle and the head of their clan. In 619, though, his uncle died, and the new head of the clan was unwilling to continue this protection.

The situation grew worse for the small Islamic community. Muhammad carried on secret talks with the people of a nearby town where some of his followers had settled. That place was Yathrib, which was later renamed Medina. In 622, Muhammad moved to the town, whose people agreed to accept him as their political leader. Many of them also converted to Islam.

Muslims soon began to raid trading caravans from Mecca—a common practice at the time. In 624, Muhammad led an attack on Meccan soldiers. The Meccans tried to punish Muhammad with an assault the next year, but the Muslims retained control of Yathrib. Two years later, the Meccans sent 10,000 soldiers to attack. Muhammad arranged a strong defense and the Meccans eventually withdrew. Within three years, the tide had turned completely. This time Muhammad led a force of 10,000 into Mecca and took control of the city.

Muhammad lived only two more years. During that time, he consolidated his power. He forged alliances with leaders of local nomadic peoples and sometimes arranged political marriages. When he died, he had created a strong political structure that was ready to expand in power. He had also founded one of the world's major religions.

**Questions**

1. **Determining Main Ideas** Why was Muhammad's early life difficult?
2. **Making Inferences** What evidence is there that Muhammad was a good businessman and a shrewd leader?
3. **Drawing Conclusions** Why did the Meccan merchants object to Muhammad's message?



**CHAPTER**  
**10****Section 3****HISTORYMAKERS****Al-Razi***Compassionate Physician**"Medicine is a philosophy. . . ."—al-Razi, Doubts Concerning Galen*

**A**l-Razi brought intelligence and a deep compassion for people to philosophy and to the practice of medicine. A bold thinker, he challenged authority and sought the truth regardless of where it led him. One of the leading physicians of his time, he influenced many future generations.

Al-Razi was born around 854 in the town of Rayy, located in present-day Iran. As a philosopher, he often challenged traditional thinking. He strongly believed that humans were capable of rational thought and could use it to gain knowledge and better themselves. He rejected the idea that people could be grouped as better or worse according to inborn qualities. He did not believe in a society with a social hierarchy.

Al-Razi also renounced religious leadership. Though a Muslim, he argued that religious leaders used tricks to fool people. Scientists, he said, were better for humanity than prophets, because science was based on reason while religion led to hatred and violence.

Though al-Razi held scientists in high esteem, this did not prevent him from disputing their theories. He wrote *Doubts Concerning Galen*, which challenged the findings of this famous Greek physician. Specifically, he questioned Galen's writings about fevers. Al-Razi wrote that he had seen as many patients who did not show the symptoms that Galen described as those who did.

Al-Razi also remained open to new ideas. In one book, he criticized those people who reject new concepts simply because they do not know how to prove them. He used an analogy to make his point. If someone were to write that a stone had been found that could attract copper or glass, that person would be dismissed. Yet, al-Razi notes, everyone accepts the fact that a magnet can attract iron.

Al-Razi believed that science could move forward by building on the foundation of past work. As a result, he began an encyclopedia of medicine that his students completed after his death. It eventually filled 24 volumes. This work later found its way into western Europe, where it shaped medical practice.

It was in medicine that al-Razi's sharp scientific mind was most evident. He made careful observations of his patients, noting how one case differed from another. He traveled widely, from Persia to as far west as Spain, learning as much as he could about disease and possible cures. He wrote the first scientific study of smallpox, carefully describing who is most prone to the disease and how and when it affects the body. His suggestions for treatment were based on the age and condition of the patient. He also studied powders, oils, and other substances that could be used as drugs and collected information about possible medicines. As a result, he became one of the leading figures of early pharmacology, which is the science of drugs.

Al-Razi became so well-known as a skilled and compassionate physician that his ruler asked him to start a new hospital in Baghdad. Al-Razi tried to make his patients feel comfortable. During their stay in the hospital, they could hear music, storytellers, and people who recited passages from the Qur'an. Furthermore, he did not charge poor people when he treated them. In fact, he often paid their hospital bills out of his own pocket. As a result, when he died, either in 925 or 935, he was a poor man.

Al-Razi believed that medicine could do much to end suffering, but he did not think that physicians could cure every disease. He warned doctors to avoid making false promises to patients. His view of medicine seemed to be to use knowledge to help those who could be cured and to relieve the suffering of those who could not.

**Questions**

1. **Determining Main Ideas** What accepted authorities did al-Razi question?
2. **Drawing Conclusions** What views did al-Razi have that could have put him in conflict with political and religious authorities?
3. **Synthesizing** Give two examples of al-Razi's compassion.

CHAPTER  
**10**

Section 3

CONNECTIONS ACROSS TIME AND CULTURES

# Advancing Knowledge and Culture

THEMATIC CONNECTION:

SCIENCE AND  
TECHNOLOGY

*As you learned in this chapter, Muslims advanced learning and knowledge in many fields. In Chapter 7, you read about the flowering of Indian culture and learning under the Mauryan and Gupta empires. The influence of both cultures is reflected in modern-day societies worldwide. Compare the cultural legacy of the Muslim Empire with those of the early Indian empires by filling in the chart and answering the questions that follow.*

| Field                  | Muslim Legacy | Indian Legacy |
|------------------------|---------------|---------------|
| 1. Astronomy           |               |               |
| 2. Mathematics         |               |               |
| 3. Medicine/Science    |               |               |
| 4. Religion/Philosophy |               |               |
| 5. Literature/Drama    |               |               |

6. a. How did Muslim culture and knowledge spread to new lands? \_\_\_\_\_

\_\_\_\_\_

b. How did Indian culture and knowledge spread to new regions? \_\_\_\_\_

\_\_\_\_\_

7. a. What did Muslim leaders and scholars do to preserve and expand knowledge and learning? \_\_\_\_\_

\_\_\_\_\_

b. What did Indian leaders and scholars do to preserve knowledge and cultural traditions? \_\_\_\_\_

\_\_\_\_\_

8. What do you think is the greatest legacy of each culture? Give reasons for your answer. \_\_\_\_\_

\_\_\_\_\_

# CHAPTER 10

## SCIENCE & TECHNOLOGY

# Water Clocks Advance Mechanical Design

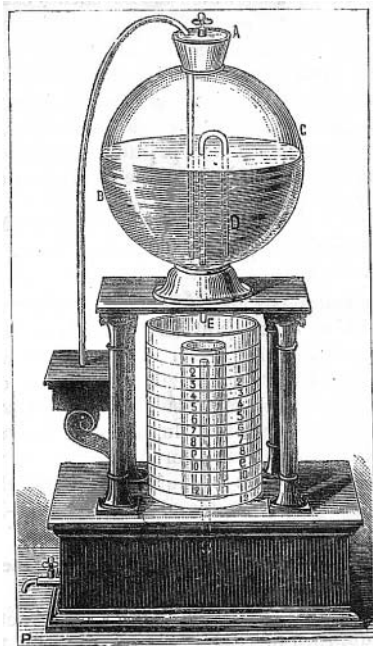
### Section 3

*Islamic astronomical observations provided the Muslims with a monthly calendar for religious observances. Similarly, the need to know the times for daily prayers spurred the construction of accurate clocks.*

Human beings have attempted to measure the daily passing of time since the early days of civilization. Sundials, developed over 4,000 years ago, were the first devices that people used to divide the day into periods and to track its length.

Early clocks using water appeared in Egypt around 1500 B.C. This type of mechanism was called an outflow clepsydra, a cone-shaped bowl with a small hole in the bottom. The sides of the vessel had evenly-spaced lines marked on them. Water then dripped out of the cylinder at a constant rate. The passage of time was measured by the dropping water level in the bowl.

The Muslims, building on water engineering principles developed by the Greeks, took the construction of water clocks well beyond anything previously built. One clock, called the Universal Balance and built for 24-hour operation, was described in a physics book written around 1121.



Culver Pictures.

Pictured above is an early Egyptian water clock. Water would drip from the clepsydra into the numbered cylinder to measure time.

This instrument had an iron beam that rested on a balance point, or fulcrum. The fulcrum was placed off-center in order to have a long side and a short side of the beam. An outflow clepsydra, with a siphon to keep it full of water, hung at the end of the short arm. Two movable weights, a large one and a small one, were placed at the end of the long arm. The beam had lines evenly marked on it. As water dripped out of the clepsydra, the weights were moved to keep the arm balanced. Hours were indicated from the position of the large weight and minutes from that of the small weight.

Another water clock, built at the beginning of the 1200s, consisted of a series of chambers and floats with a clepsydra at the end. It measured the amount of light and dark by dividing the times of day and night into 12 periods each. Since the amount of light and dark changed daily, the length of each period was different every day. This meant that the flow of water out of the clepsydra had to be altered to match those changes. The outflow was controlled by a plate inside the clepsydra with a series of holes in it. Each day, the plate was moved so that the opening in the clepsydra would release the right amount of water.

Water clocks built by the Muslims pioneered many ideas in mechanical design. Floats and chambers kept water at a constant level using the new principle of feedback control. This is the same design idea that keeps a flush toilet tank from overflowing. Other advances include the use of complex gears, one-way hinges, and laminated wood to reduce warping.

## Questions

### Clarifying

1. What is the name of the bowl on a water clock?
2. What told the hours and minutes on the Universal Balance clock?
3. **Drawing Conclusions** In the clock built in the 1200s, how was the flow of water changed to match the changes in daylight and darkness?



**CHAPTER**  
**10****RETEACHING ACTIVITY***The Rise of Islam***Section 1**

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                              |          |
|------------------------------------------------------------------------------------------------------------------------------|----------|
| ____ 1. the Arabic name for God                                                                                              | mosque   |
| ____ 2. spiritual leader of the Islamic faith                                                                                | Qur'an   |
| ____ 3. a monotheistic religion whose founder was Muhammad                                                                   | Sunna    |
| ____ 4. a follower of the religion of Islam                                                                                  | Muhammad |
| ____ 5. the migration of Muhammad from Mecca to Yathrib in 622                                                               | Muslim   |
| ____ 6. an Islamic house of worship                                                                                          | Hijrah   |
| ____ 7. pilgrimage to Mecca by followers of the Islamic faith                                                                | Allah    |
| ____ 8. the holy book of the Islamic faith                                                                                   | Islam    |
| ____ 9. the practice of the Islamic faith by following closely to Muhammad's teachings                                       | Shari'a  |
| ____ 10. the Islamic system of law that regulates the family life, moral conduct, and business and community life of Muslims | hajj     |

**CHAPTER**  
**10****Section 2****RETEACHING ACTIVITY***Islam Expands*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

Sufi  
Shi'a  
caliph

al-Andalus  
Sunni  
Umayyads

Fatimid  
Abbasid  
*jihad*

Damascus  
*sakks*  
caliphate

1. A Muslim title that means “successor” or “deputy” is \_\_\_\_\_.
2. The word \_\_\_\_\_ is used to refer to the inner struggle against evil or an armed struggle against unbelievers.
3. The Muslim family who came into power after 661 was the \_\_\_\_\_.
4. The rule of the three “rightly guided” caliphs was called a \_\_\_\_\_.
5. The \_\_\_\_\_ caliphate, named after Muhammad’s daughter, was formed by Shi’a Muslims.
6. \_\_\_\_\_ were letters of credit that could be exchanged for cash in Muslim banks.
7. Muslims who followed Muhammad’s example were known as \_\_\_\_\_.
8. The \_\_\_\_\_ believe that all Muslim rulers should be descended from Muhammad.
9. The Umayyads established the Muslim capital at \_\_\_\_\_.
10. One rebel group that overthrew the Umayyads in 750 was the \_\_\_\_\_.
11. A Muslim group who pursued poverty and devotion to a spiritual path were the \_\_\_\_\_.
12. \_\_\_\_\_ was a Muslim state in Spain settled by the Abbasids.

CHAPTER  
**10**

RETEACHING ACTIVITY

*Muslim Culture*

Section 3

**Determining Main Ideas** Complete the chart below by listing details for each aspect of Muslim culture.

| Muslim Culture              | Details       |
|-----------------------------|---------------|
| Muslim Cities               | 1.<br><br>2.  |
| Social Classes              | 3.<br><br>4.  |
| Role of Women               | 5.<br><br>6.  |
| Muslim Literature           | 7.<br><br>8.  |
| Muslim Medicine and Science | 9.<br><br>10. |

CHAPTER  
**11**

GUIDED READING *The Byzantine Empire*

Section 1

**A. Drawing Conclusions** As you read about the history of Constantinople, the leading city of the Byzantine Empire, take notes to answer questions about the time line.

|      |                                                                                                     |   |                                                                                                           |
|------|-----------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------|
| 527  | Justinian becomes ruler of the eastern empire.                                                      | → | 1. What did Justinian accomplish during his reign?                                                        |
| 537  | Justinian completes building the Hagia Sophia.                                                      |   |                                                                                                           |
| 542  | Deadly plague sweeps through Constantinople.                                                        | → | 2. How did the plague affect Constantinople?                                                              |
| 674  | Arab armies attack Constantinople.                                                                  |   |                                                                                                           |
| 860  | Russians invade Constantinople for the first of three times.                                        | ↗ | 3. How did the Byzantines first try to prop up their shaky empire?                                        |
| 1054 | Christianity splits into the Roman Catholic Church in the west and the Orthodox Church in the east. | ↗ | 4. What factors led to the schism?                                                                        |
| 1204 | Crusading knights from Europe pillage Constantinople.                                               | → | 5. What was the effect of the split?                                                                      |
| 1453 | Constantinople falls to Ottoman Turks.                                                              | ↗ | 6. What factors enabled the city to survive foreign attacks for hundreds of years before finally falling? |

**B. Analyzing Causes** On the back of this paper, explain how **icons** and **excommunication** helped lead to a split between Rome and Constantinople.

**CHAPTER**  
**11****Section 2****GUIDED READING** *The Russian Empire*

**A. Determining Main Ideas** As you read about the Byzantine culture that developed in Russia, take notes to answer the questions in the boxes.

|                                                     |                                                                           |
|-----------------------------------------------------|---------------------------------------------------------------------------|
| 1. What ties linked Kiev to Byzantium?              | 2. How did Vladimir and his son Yaroslav contribute to the power of Kiev? |
| 3. What factors brought about Kiev's decline?       | 4. How did the Mongols treat the Russian people?                          |
| 5. What were some effects of Mongol rule on Russia? | 6. What events marked the beginning of an independent Russian Empire?     |

**B. Summarizing** On the back of this paper, identify each person or group in the early history of Russia.

**Slavs****Vladimir****Alexander Nevsky****Ivan III**



Section 3

GUIDED READING

# Turkish Empires Rise in Anatolia

**A. Making Predictions** As you read about the rise and decline of the Turkish Empire in Anatolia, make notes in the chart to describe the outcome of each action or situation.

|                                                                                                      |   |  |
|------------------------------------------------------------------------------------------------------|---|--|
| 1. In 945, Persian armies move into Baghdad.                                                         | → |  |
| 2. In the tenth century, large numbers of Turks known as Seljuks migrate into the Abbasid Empire.    | → |  |
| 3. The Seljuks march on the Byzantine Empire.                                                        | → |  |
| 4. The Seljuks choose a Persian city, Isfahan, as their capital city.                                | → |  |
| 5. The Turks adopt Persian as the language of culture and adopt features of the Persian way of life. | → |  |
| 6. Malik Shah, the last of the strong Seljuk leaders, dies.                                          | → |  |
| 7. The Seljuks fight back against the Crusaders after a century of domination.                       | → |  |
| 8. Further Crusades occur, but each is weaker than the last one.                                     | → |  |

**B. Clarifying** On the back of this paper, define **vizier**.

**CHAPTER**  
**11****BUILDING VOCABULARY***Byzantines, Russians,  
and Turks Interact*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                          |                                                                              |
|--------------------------|------------------------------------------------------------------------------|
| ____ 1. Justinian Code   | a. a leading bishop of Eastern Christianity                                  |
| ____ 2. Ivan III         | b. ruler of Kiev who made all his subjects convert to Byzantine Christianity |
| ____ 3. patriarch        | c. ruler who created the first Russian empire                                |
| ____ 4. Slavs            | d. the Russian version of Caesar                                             |
| ____ 5. Vladimir         | e. Turkish term for prime minister                                           |
| ____ 6. Alexander Nevsky | f. groups inhabiting the forests north of the Black Sea                      |
| ____ 7. czar             | g. Novgorod prince who advised cooperation with the Mongols                  |
| ____ 8. vizier           | h. uniform system of laws for the Byzantine Empire                           |

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. The Hagia Sophia was a great Byzantine library built by Justinian.  
\_\_\_\_\_
- \_\_\_\_ 2. Icons are religious images that Eastern Christians used in their devotions.  
\_\_\_\_\_
- \_\_\_\_ 3. Excommunication was a sacrament of the Christian Church.  
\_\_\_\_\_
- \_\_\_\_ 4. The Cyrillic alphabet was invented for the Greek language.  
\_\_\_\_\_
- \_\_\_\_ 5. The Seljuks were one of the first Turkish groups to migrate into the Abbasid Empire in the tenth century.  
\_\_\_\_\_

**C. Writing** Identify the following rulers and describe something they had in common.

Justinian                  Yaroslav the Wise                  Malik Shah



CHAPTER  
**11**

Section 2

**SKILLBUILDER PRACTICE** *Formulating  
Historical Questions*

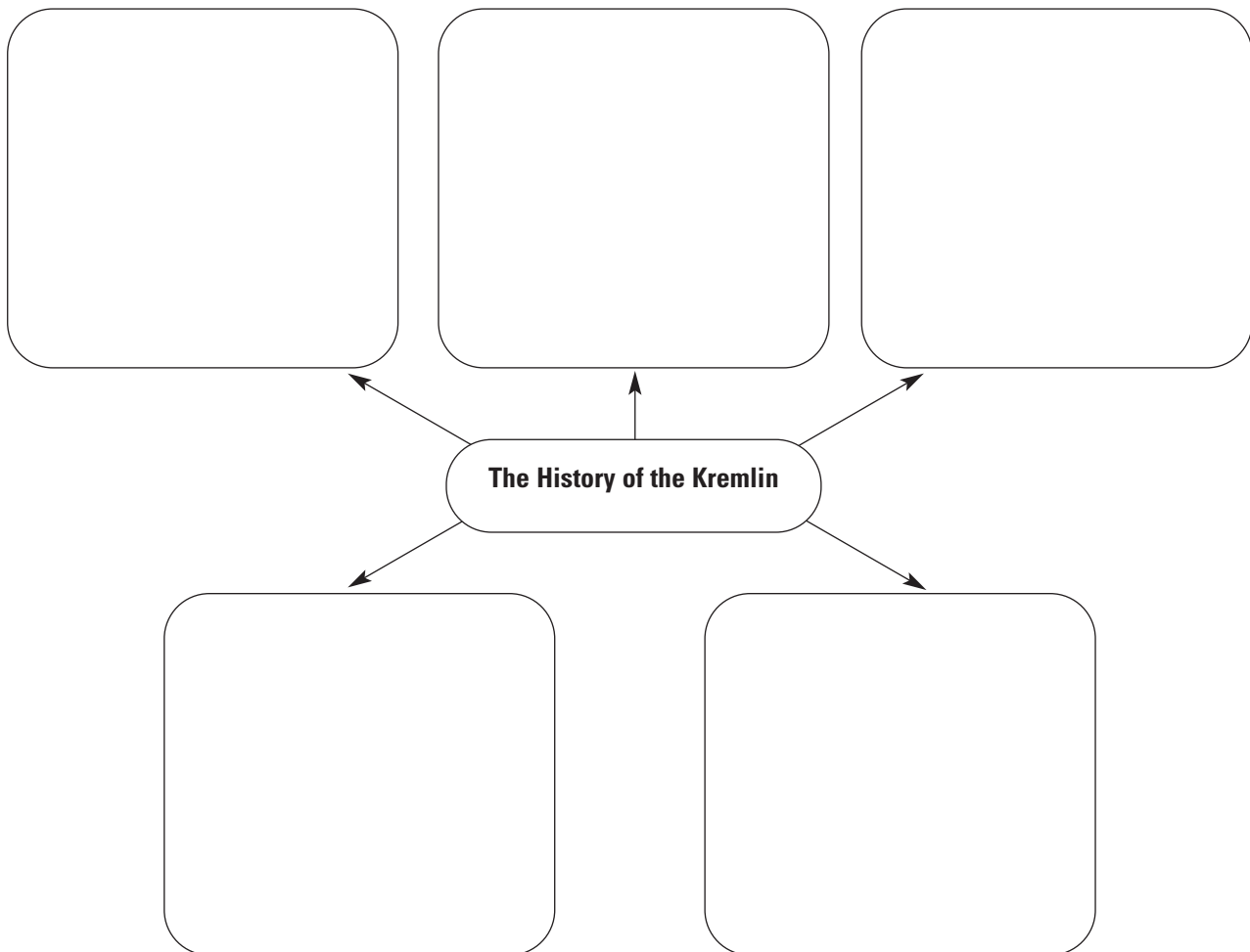
*Asking questions will help you clarify information you read and enhance your understanding of events, people, and issues in history. Read the passage below and then fill in the diagram with questions that would help you find out more about the Kremlin. (See Skillbuilder Handbook)*

In 1480, Moscow, the strongest of the Russian states, freed itself from Mongol rule. Moscow's Prince Ivan III, who called himself "czar," the Russian version of *Caesar*, wanted to make Moscow a capital city fit for an emperor.

The center of the city was a walled citadel, or fortress, known as the *Kremlin*. The term *kremlin* refers to the walled central section of any city or town. Ivan had the old triangular wall around the Kremlin torn down and a massive new wall, 60 feet high and 15 feet thick, built in its place. The wall

was adorned with 20 towers. Within the Kremlin, Ivan built a palace for himself, a second palace for the head of the Russian Church, and three great churches that faced onto a central square.

Moscow became the capital of a new and aggressive empire and Ivan became the first czar of a united Russian nation. Hundreds of years later, the Kremlin would become synonymous with the government of the Soviet Union. It would house the Soviet parliament and Communist party conventions.



CHAPTER  
**11**

GEOGRAPHY APPLICATION: LOCATION

*Growth of Early Russia*

Section 2

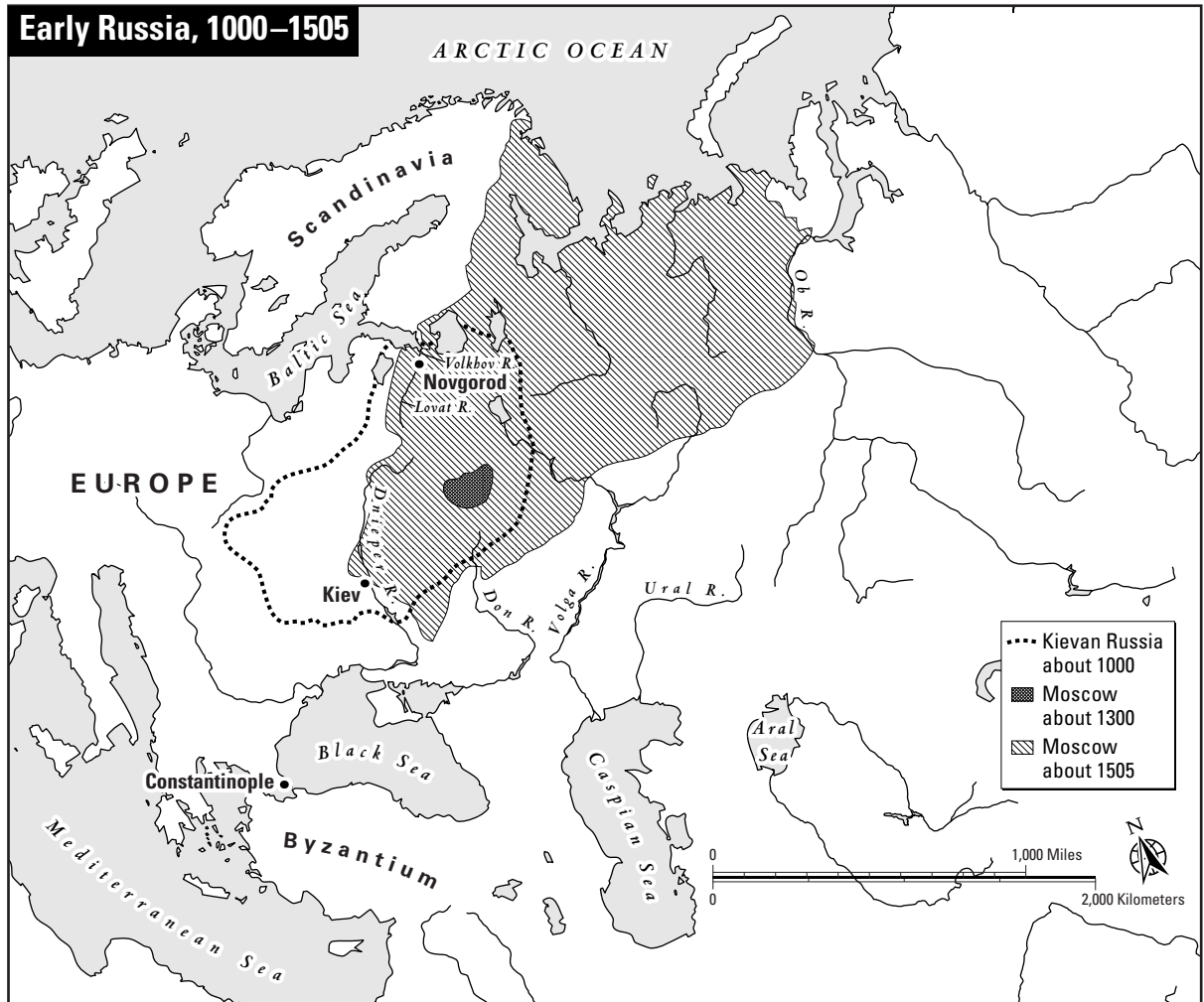
*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

During the sixth and seventh centuries, Scandinavian traders transported goods to and from Constantinople. They traveled through an area of present-day Russia so frequently that communities and a primitive government began to form. These Scandinavians even coined the word Russia. They may have gotten it from the Greek word for red, which was the hair color of many of these Viking traders.

Around 855, a Danish man named Rurik became the first Russian king and Kiev became the center of early Russia. A descendant of Rurik, Vladimir I, who ruled from 980 to 1015, converted

early Russia to Christianity. Although Kiev's proximity and contact with Byzantium is largely responsible for the conversion to Christianity, one account states that Vladimir chose Christianity over Islam because he could not accept a religion that rejected alcohol.

Kievan Russia declined in the 12th century because of internal problems and the Mongol invasions. Around 1300, the Orthodox Church chose Moscow as its center. As a result, Moscow, originally a region of Russia, began to emerge as an important city.



**Interpreting Text and Visuals**

1. How did the location of Kiev contribute to its rise as the center of early Russia? \_\_\_\_\_  
\_\_\_\_\_
2. What river borders the eastern end of Russia around 1505? \_\_\_\_\_
3. At its longest point, how far across is Kievan Russia at about 1000? Moscow about 1505? \_\_\_\_\_  
\_\_\_\_\_
4. How many miles would a trader beginning in Novgorod and traveling to Constantinople have to go via the Dnieper River and the Black Sea? \_\_\_\_\_  
\_\_\_\_\_
5. Name the body of water that borders Kievan Russia. \_\_\_\_\_  
\_\_\_\_\_
6. Describe the most likely route that a Scandinavian trader would have used to get to Constantinople.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What geographical feature(s) made the location of Moscow so valuable? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Compare Moscow of 1505 to Moscow of 1300. How did the region change? \_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**11**

Section 1

**PRIMARY SOURCE** *from Secret History*  
by Procopius

*In 533 the Byzantine army led by General Belisarius wrested North Africa from the Vandals. Byzantine court historian Procopius, who accompanied the general, wrote the Histories in support of his campaigns. But, in 550, Procopius also wrote Secret History, which he intended to be published after his death. As you read this excerpt from Secret History, think about the portrait that Procopius paints of the Byzantine emperor Justinian.*

That Justinian was not a man, but a demon, as I have said, in human form, one might prove by considering the enormity of the evils he brought upon mankind. For in the monstrosity of his actions the power of a fiend is manifest. Certainly an accurate reckoning of all those whom he destroyed would be impossible, I think, for anyone but God to make. Sooner could one number, I fancy, the sands of the sea than the men this Emperor murdered. Examining the countries that he made desolate of inhabitants, I would say he slew a trillion people. For Libya [North Africa], vast as it is, he so devastated that you would have to go a long way to find a single man, and he would be remarkable. Yet eighty thousand Vandals capable of bearing arms had dwelt there, and as for their wives and children and servants, who could guess their number? Yet still more numerous than these were the Mauretanians, who with their wives and children were all exterminated. And again, many Roman soldiers and those who followed them to Constantinople, the earth now covers; so that if one should venture to say that five million men perished in Libya alone, he would not, I imagine, be telling the half of it.

The reason for this was that after the Vandals were defeated, Justinian planned, not how he might best strengthen his hold on the country, nor how by safeguarding the interests of those who were loyal to him he might have the goodwill of his subjects: but instead he foolishly recalled Belisarius

at once, on the charge that the latter intended to make himself King (an idea of which Belisarius was utterly incapable), and so that he might manage affairs there himself and be able to plunder the whole of Libya. Sending commissioners to value the province, he imposed grievous taxes where before there had been none. Whatever lands were most valuable, he seized, and prohibited the Arians from observing their religious ceremonies. Negligent toward sending necessary supplies to the soldiers, he was overstrict with them in other ways; wherefore mutinies arose resulting in the deaths of many. For he was never able to abide by established customs, but naturally threw everything into confusion and disturbance. . . .

So while he was Emperor, the whole earth ran red with . . . blood. . . .

*from Procopius, Secret History, translated by Richard Atwater. Reprinted in Alvin M. Josephy, ed., The Horizon History of Africa (American Heritage, 1971), 124.*

## Discussion Questions

### Analyzing Issues

1. How would you characterize Procopius' opinion of Justinian?
2. What evidence does Procopius offer to support his opinions of Justinian?
3. **Forming and Supporting Opinions** Do you think that Procopius' depiction of Justinian in this excerpt is accurate? Why or why not?

Excerpt from *Secret History* by Procopius, translated by Richard Atwater. Copyright © 1961 by The University of Michigan. All rights reserved. Used by permission of The University of Michigan Press.



## Section 1

## PRIMARY SOURCE *The Hagia Sophia* by Procopius

*The Byzantine emperor Justinian ordered his official court historian, Procopius, to document his ambitious public building program. Procopius wrote On Justinian's Buildings in 555 in which he described Hagia Sophia, the Church of the Holy Wisdom, in Constantinople. Completed in about 537, this magnificent church was considered the largest Christian building in the world. How would you describe this church in your own words?*

It is, indeed, a proof of the esteem with which God regarded the Emperor, that He furnished him with men who would be so useful in effecting his designs, and we are compelled to admire the intelligence of the Emperor, in being able to choose the most suitable of mankind to carry out the noblest of his works.

The church consequently presented a most glorious spectacle, extraordinary to those who beheld it, and altogether incredible to those who are told of it. In height it rises to the very heavens, and overtops the neighbouring buildings like a ship anchored among them: it rises above the rest of the city, which it adorns, while it forms a part of it. . . . It is singularly full of light and sunshine; you would declare that the place is not lighted by the sun from without, but that the rays are produced within itself, such an abundance of light is poured into this church . . . Thus far I imagine the building is not incapable of being described, even by a weak and feeble tongue. As the arches are arranged in a quadrangular figure, the stonework between them takes the shape of a triangle. . . . A spherical-shaped dome . . . makes it exceedingly beautiful; from the lightness of the building it does not appear to rest upon a solid foundation, but to cover the place beneath as though it were suspended from heaven by the fabled golden chain. . . . The sight causes men to constantly change their point of view, and the spectator can nowhere point to any part which he admires more than the rest, but having viewed the art which appears everywhere, men contract their eyebrows as they look at each point, and are unable to comprehend such workmanship, but always depart thence stupified through their incapacity to comprehend it.

The entire ceiling is covered with pure gold, which adds glory to its beauty, though the rays of light reflected upon the gold from the marble surpass it in beauty; there are two porticos on each

side, which do not in any way dwarf the size of the church, but add to its width. . . . Of these two porticos, the one is set apart for male, and the other for female worshippers; there is no variety in them, nor do they differ in any respect from one another, but their very equality and similarity add to the beauty of the church. . . . Whoever enters there to worship perceives at once that it is not by any human strength or skill, but by the favour of God that this work has been perfected; his mind rises sublime to commune with God, feeling that He cannot be far off, but must especially love to dwell in the place which He has chosen. . . . [M]oreover, it is impossible accurately to describe the treasure of gold and silver plate and gems, which the Emperor Justinian has presented to it; but by the description of one of them, I leave the rest to be inferred. That part of the church which is especially sacred, and where the priests alone are allowed to enter, which is called the Sanctuary, contains forty thousand pounds' weight of silver.

*from Procopius, Of the Buildings of Justinian, translated by Aubrey Stewart (London: Palestine Pilgrims' Text Society, 1888), 2–5, 9–11. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. 1 (New York: Harper Collins, 1988), 156–158.*

### Research Options

1. **Analyzing Issues** Find photographs of the Hagia Sophia. Then discuss with classmates whether or not Procopius accurately depicts this church in his account.
2. **Using Research in Writing** Find out more about the Hagia Sophia. Who designed it? How long did it take to build? What are its dimensions? How much did it cost to build? What construction materials were used? Then draw a sketch of the church or create a scale model, adding captions to report your findings.

CHAPTER  
**11**

Section 2

**PRIMARY SOURCE** *from Primary Chronicle*

*The Primary Chronicle, a history of Russia from the 10th to the 12th centuries, was written by monks in about 1110. This excerpt describes the conversion of Vladimir, the ruler of the Russian principality of Kiev, to Byzantine Christianity and his baptism after conquering Kherson, a Greek city by the Black Sea. According to this account, why did Vladimir decide to accept baptism?*

Vladimir and his retinue entered the city, and he sent messages to the emperors Basil and Constantine, saying, “Behold, I have captured your glorious city. I have also heard that you have an unwedded sister. Unless you give her to me in marriage, I shall deal with your own city as I have with Kherson.” When the emperors heard this message they were troubled, and they issued this statement: “It is not proper for Christians to give women in marriage to pagans. If you are baptized, you shall have her for your wife, inherit the kingdom of God, and be our co-believer. If you do not do so, however, we cannot give you our sister in marriage.” When Vladimir learned of their response, he said to the emperors’ envoys, “Tell the emperors I will accept baptism, since I have already given some study to your religion, and the Greek faith and ritual, as described by the emissaries I sent to examine it, has pleased me well.” When the emperors heard this report they rejoiced and persuaded their sister Anna [to consent to the match]. They then sent word to Vladimir, “Be baptized, and then we shall send you our sister.” But Vladimir said, “Let your sister herself come [with the priests] to baptize me.” The emperors complied with his request and sent their sister, accompanied by some dignitaries and priests . . . The bishop [episkop] of Kherson, together with the princess’s priests . . . baptized Vladimir. . .

As a bride price in exchange for the princess, he gave Kherson back to the Greeks and then went back to Kiev.

When the prince arrived at his capital, he directed that the idols should be overturned and that some should be cut to pieces and others burned up. . .

Thereupon Vladimir sent heralds throughout the whole city, proclaiming, “If anyone, whether rich or poor, beggar or slave, does not come tomorrow

to the river, he will be an enemy of mine.” When the people heard this they went gladly, rejoicing and saying, “If this were not good, the prince and his boyars would not have accepted it.” On the morrow the prince went forth to the Dnieper with the priests of the princess and those from Kherson, and a countless multitude assembled. They all went into the water; some stood up to their necks, others to their breasts. . . . The priests stood by and offered prayers. There was joy in heaven and upon earth at the sight of so many souls saved. But the Devil groaned, “Woe is me! They are driving me out of here!” . . .

He [Vladimir] ordered that wooden churches should be built and established where [pagan] idols had previously stood. He founded the Church of Saint Basil on the hill where the idol of Perun and the other images had been set, and where the prince and the people had offered their sacrifices. He began to found churches, to assign priests throughout the cities and towns, and to bring people in for baptism from all towns and villages. He began to take the children of the best families and send them for instruction from books.

*from George Vernadsky, ed., A Source Book for Russian History from Early Times to 1917 (New Haven: Yale University Press, 1972), Vol. 1, 12–26. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. 1 (New York: Harper Collins, 1988), 162–163.*

## Activity Options

1. **Analyzing Causes and Recognizing Effects**  
Draw a cause-and-effect diagram to illustrate what happened as a result of Vladimir’s conversion to Byzantine Christianity.
2. **Writing for Social Studies** Write a headline for the *Kievan Times* about one of the events described in this excerpt from the *Primary Chronicle*.





## Section 3

## PRIMARY SOURCE

# Pope Urban II's Call for a Crusade

*In 1093 Byzantine emperor Alexius Comnenus wrote to Robert, Count of Flanders, appealing to him to help save the Byzantine Empire and its church from Seljuk Turks. Pope Urban II, who also read the letter, then launched the first Crusade, or holy war, in 1095. Calling on Christians to drive the Turks out of Anatolia and recover Jerusalem and the Holy Land, the Pope delivered a passionate speech in French before the Council of Clermont. As you read this portion of his speech, think about how the Pope persuaded Christians in France to join the First Crusade.*

Oh, race of Franks, . . . race beloved and chosen by God (as is clear from many of your works), set apart from all other nations by the situation of your country, as well as by your Catholic faith and the honor you render to the holy Church: to you our discourse is addressed. . . . We wish you to know what a serious matter has led us to your country, for it is the imminent peril threatening you and all the faithful that has brought us hither.

From the confines of Jerusalem and from the city of Constantinople a grievous report has gone forth . . . namely, that a race from the kingdom of the Persians, an accursed race, a race wholly alienated from God, . . . has violently invaded the lands of those Christians and has depopulated them by pillage and fire. . . . They have either destroyed the churches of God or appropriated them for the rites of their own religion. They destroy the altars, after having defiled them with their uncleanness . . . The kingdom of the Greeks [the Eastern Empire] is now dismembered by them and has been deprived of territory. . . .

On whom, therefore, rests the labor of avenging these wrongs and of recovering this territory, if not upon you—you, upon whom, above all other nations, God has conferred remarkable glory in arms, great courage, bodily activity, and strength to humble the heads of those who resist you? Let the deeds of your ancestors encourage you and incite your minds to manly achievements. . . . Let the holy sepulcher of our Lord and Saviour, which is possessed by the unclean nations, especially arouse you. . . . Oh most valiant soldiers and descendants of invincible ancestors, do not degenerate, but recall the valor of your ancestors.

But if you are hindered by love of children, parents, or wife, remember what the Lord says in the Gospel, “He that loveth father or mother more than me is not worthy of me.” . . . Let none of your

possessions restrain you, nor anxiety for your family affairs. For this land which you inhabit, shut in on all sides by the seas and surrounded by the mountain peaks, is too narrow for your large population. . . . Hence it is that you murder and devour one another, that you wage war, and that very many among you perish in civil strife. . . .

And we neither command nor advise that the old or feeble, or those incapable of bearing arms, undertake this journey. Nor ought women to set out at all without their husbands, or brothers, or legal guardians. . . . The priests and other clergy, whether secular or regular, are not to go without the consent of their bishop. . . . Also, it is not fitting that laymen should enter upon the pilgrimage without the blessing of their priests.

Whoever, therefore, shall decide upon this holy pilgrimage, and shall make his vow to God to that effect, . . . shall wear the sign of the cross of the Lord on his forehead or on his breast. When he shall return from his journey, having fulfilled his vow, let him place the cross on his back between his shoulders. Thus shall ye . . . fulfill the precept of the Lord, as He commands in the Gospel, “He that taketh not his cross, and followeth after me, is not worthy of me.”

*from Milton Viorst, The Great Documents of Western Civilization (New York: Bantam, 1965), 36–38.*

## Discussion Questions

### Determining Main Ideas

1. What wrongs did the Pope accuse the Seljuk Turks of carrying out?
2. Which groups of Christians did the Pope exclude from his call for a crusade?
3. **Making Inferences** What appeals to emotions did the Pope use to persuade Christians to participate in the First Crusade?



CHAPTER  
**11**

Section 1

LITERATURE SELECTION *from The Belt of Gold*  
by Cecelia Holland

*This novel is set in the Byzantine Empire in the 9th century during the reign of Empress Irene, also known as Basileus Autocrator. The narrator, Hagen, is a Barbarian Frank who is on his way home after a pilgrimage to the Holy Land. After his brother Rogerius is killed by soldiers, Hagen remains in Constantinople to avenge his brother's murder. As you read this excerpt, think about Hagen's impressions of the Hippodrome as he watches a chariot race.*

Having nothing else to do, Hagen did not mind waiting for hours to get into the Hippodrome. The crowds amazed him. Some of these people, the ones at the head of the two lines, had waited for days to get the best seats; they brought food in baskets, jugs of wine, blankets to sleep on. Their voices were strident with excitement. Their children climbed and ran and fought and wailed around their knees, while the parents argued at the tops of their voices over the various drivers and teams of horses. All around Hagen, the Greeks made bets with the fervor of men seeking Heaven. They swore and laughed and sang songs in honor of their favorites, and hated anyone who disagreed with them.

There were two factions, Hagen gathered, from what he overheard, and everybody in the waiting crowd wore his faction's colors, blue or green. They banded together, all the greens in one line, all the blues in the other. Two teams in each faction raced today. The Blues had some local hero, a driver who seemed to be related to the Empress, and also had brought in a team from Nicomedia; and the Greens were putting up a team from Thessalonica as well as their home team from Constantinople, whose driver was named Mauros-Ishmael, Black Ishmael.

Since Hagen had by chance come to stand in the Blue line, he heard wonderful things about the Prince, who was the favorite to win. The bet-takers, working their way up and down the line, were calling out the odds on their teams, and Prince Michael was never offered at more than one to one. Being champion, he wore the Golden Belt, which was the object of winning the race.

The lines clogged the whole street outside the Hippodrome and wound away into the City. The high brick wall of the racecourse curved around to the southwest, and the street travelled along its foot, going steeply downhill, and at the foot of the hill opened out on to a flat wide pavement. All

along this way, the Hippodrome wall was cut into a series of arches, leading into caverns and alleys and rooms beneath the wall. . . .

It was a beautiful racecourse. The oval was covered with coarse sand; down the center ran a low wall of brick, studded with curious shafts of stone and statues of people and animals. Up here, at the top, there were more statues. The whole top tier was crowded with them, old, battered, in no order, some reduced to pieces of pieces, an arm, a foot, a horse's head. He roamed among them, fascinated by the variety and number of them. Below him, the living, raucous crowd rapidly filled up the whole Hippodrome.

He had never seen so many people all in one place, not at the Marchfield where the lords of the Franks assembled to give and hear counsel; not at the hostings of King Charles; yet those numbers had been marshalled up by great effort for grand purposes, and these people had come in off the streets, to see a horse-race.

Rogerius would have said something about that. Hagen clenched his jaws tight against the sudden renewed ache in his heart.

Off to his left, the awesome sweep of the benches was broken. From the middle of the crowd rose a sort of square tower built up out of the wall. A huge silky pavilion topped it. This must be where the Basileus would sit to watch the race. Hagen walked closer along the top tier of the racecourse wall; from this height he was above even the floating purple silk canopy, and he saw easily into the space beneath it. There seemed to be no one inside it, although ranks of armed guards were slowly filing into place along the outside of the square wall that supported it.

These were men wearing leather armor, like the men who had killed his brother. He found himself standing taut, with fists raised. He reminded himself that he knew nothing of this place—he had no

understanding of the course of events that had caught him and Rogerius up momentarily and ground his brother's life away.

Down on the racetrack, a few of the spectators had climbed the wall and dropped to the sand, and one took a string and made it into a sort of bridle for the other and pretended to drive him up and down past the benches of onlookers. A swelling roar of approval greeted this performance. Flowers and pieces of bread sailed out of the stands onto the track, and people applauded and crowded and cheered and shouted derisively.

Now other people were scrambling down from the benches onto the racecourse. Tumblers did flips and handstands up and down the sand, and someone tried to climb the stone column at one end of the central ridge.

The day was wearing on. The sun burned hot, and still the Imperial box was empty. All around the crowd, people began to clap in unison. Swiftly the hand-drumming spread, and everybody turned to peer at the pavilion, with its billow of purple silk rising and drifting on the wind from the sea. The rhythmic applause swelled to a thunder, all hands together.

"Come forth!" they shouted, a hundred voices at once. "Come forth, O Radiant One, Glory of the World, our pride and our hope! Come forth, come forth—let the races begin!"

Nothing happened. Hagen walked closer to the canopy; where he walked stone men and beasts packed the ledge so densely that he had to squeeze between them.

"Come forth, Joy of Christ—Protected of God, come forth!"

Now Hagen was almost directly above the Imperial balcony, and he could see people inside, moving around behind the drawn curtains. He squatted down on his heels, close enough now that he knew he would be spotted if he did not conceal himself a little.

The purple silk fluttered. For a moment longer, the pavilion curtains hung closed, and then abruptly a fanfare blared out from the brass throats of a dozen horns. The rippling drapery was thrown back, and out on to the expanse of white marble at the front of the box walked a woman dressed all in gold.

The crowd howled at the sight of her. They tossed their hats and baskets and empty wine jugs into the air and waved their arms, while the horns blasted, and drums rolled, and at the edge of the pavilion the golden woman raised her hand and made the Sign of the Cross over them, first to the left, then to the center, then the right. Her clothes shimmered. The sunshine struck her gown and surrounded her with a dazzling nimbus of reflected light. Her face itself shone like gold. With two little pages around her to spread out her glittering skirts, she took her seat in the center of the balcony.

Now more horns tooted, and the whole crowd shifted its attention from the Basileus to the race-track, every head turning. The noise dropped to a hush of excitement, like the slack of a wave, and then mounted again to a shout that rocked the Hippodrome. The chariots were coming out on to the track.

There were four, all in a line, each drawn by four horses. They went decorously around the track, showing themselves to the crowd. The cars were only large enough to hold the man who drove the team. The horses were big, strapping beasts, with long thin heads, and legs like deer. They snorted and danced in their harness, the little cars jiggling along lightly on their heels, comical

afterthoughts to the power of the brutes that drew them.

Hagen admired these horses. The two stallions he had now were Syrian-bred; he and Rogerius had bought them in Aleppo, and he was determined to get them back to Frankland, even if it meant paying out all his money for their passage to Italy, so that he could breed them to his Frankish mares. But the horses from Aleppo were mules compared to these racehorses.

Below him, now, the four little cars lined up side by side. The crowd fell still. On the side of the racecourse, a man stood with his arm upstretched, holding a flag.

The flag fell. A trumpet blew. The horses surged forward down the track, and from the great crowd watching a yell went up that washed away all sound and left Hagen with his ears ringing.

The horses swept down the track, the cars flying at their heels, fighting for position to take the sharp

***"Come forth,  
come forth—let  
the races begin!"***

curve on the inside track and save some ground. In the turn, the cars swung out on one wheel, the drivers leaning hard to the left to keep the flimsy vehicles from overturning. The cars lurched back and forth, banging into one another. Teetering on the verge of a crash, one skittered along sideways through the whole turn, and the crowd screamed for every bump and wobble.

Now they were racing down the far side of the track. In the lead was a driver in a blue cap, leaning forward over the rumps of his team, the reins in both hands, urging them on with his whole body. Around his upper arm was a rag of some color other than blue; Hagen wondered what that meant. In the far turn, the blue driver swerved his team around under the noses of the horses running second and straightened his car out down the middle of the track as a flying team of greys and blacks ranged up alongside.

The crowd doubled its huge voice. Below Hagen's vantage point, people wept and prayed, clung to one another and beat the air with their fists.

"Prince Michael! The Prince—The Prince—"

"Mauros-Ishmael! Ishmael!"

"The Prince! Michael! Michael!"

The fool who had cried out for Mauros-Ishmael was quickly beaten to the floor by the people around

him. Hagen stared at the fight, amazed, and when the nameless Greek lay bleeding on his bench, Hagen looked around at the Empress Irene in her pavilion.

She sat canted forward, her face taut, hawklike, her gaze on the race. Her fists were clenched on her knees. . . . As the crowd around her shrieked, its ardor rising to its climax, Irene herself raised her voice in a wild animal cry, and heaved in her place, her arms pumping, urging on the teams that hurtled toward the finish line, and then, the race over, she sank back as if exhausted, limp and sated in her chair.

## Activity Options

1. **Synthesizing** Imagine that *The Belt of Gold* is being made into a movie. With a group of classmates, tape-record a sound track for the film version of the Hippodrome race. Include such sounds as the cheers of the crowd, drum rolls, and trumpet blasts. Then play the sound track for the class.
2. **Developing Historical Perspective** As a fan of the Blues or the Greens, write a diary entry about the chariot race described in this excerpt.

CHAPTER  
11

## Section 1

## HISTORYMAKERS

# Theodora

## Woman of Will

*"... I think that flight, even if it brings us to safety, is not in our interest. Every man born to see the light of day must die. But that one who has been emperor should become an exile I cannot bear. . . . But consider whether if you reach safety you may not desire to exchange that safety for death. . . ."—Theodora, speech to Justinian during the Nika revolt (532)*

A fateful encounter transformed Theodora from a reformed actress to the wife of the heir apparent to the Byzantine throne. Intelligent and beautiful, she shed her humble beginnings and rose to the heights of power in Byzantium. She served the emperor Justinian as both his political adviser and wife—and saved his throne.

Theodora's early life is shrouded in mystery. Her exact birth date is unknown, although it is believed that she was born around A.D. 500. Her father, Acacius, worked in the famous Hippodrome in Constantinople. This was the huge arena where events such as chariot races and animal fights were held. Two groups struggled for victory in these contests: the Blues and the Greens. These groups also held considerable political power.

Theodora became an actress like her older sister, and by her teens she was well-known. Like other actresses of the time, she had a well-deserved reputation for immoral living. After traveling to North Africa with an important politician, she eventually found her way back to Constantinople. She returned as a convert to Christianity but did not adopt the standard form of that religion. She joined a sect called the Monophysites. They believed that Jesus had a mixture of both God-like and human-like natures.

Conversion changed Theodora's life. She abandoned her old ways and began to live quietly and modestly. It was then that the fateful encounter with Justinian occurred. The future ruler met her and fell in love. However, a law banned actresses from marrying anyone. Nevertheless, he had Theodora officially named a patrician, or member of the noble class, and ruled that the law no longer applied to former actresses. In 525, he and Theodora married. Two years later, they became emperor and empress.

For more than 20 years, Theodora worked alongside Justinian to strengthen Byzantine power and lead the empire. She also took some steps to improve the position of women. For instance, she

made divorce laws more favorable to them.

Theodora also tried to win tolerance for the Monophysites. Justinian wanted to restore the empire to its former size, which meant recapturing lands in western Europe. To help achieve this, he believed he needed to favor Orthodox Christianity, which was powerful in the west. Theodora thought that the future of the Byzantine Empire lay in the east, where Monophysitism was popular. She persuaded him to practice toleration to keep the Monophysite subjects in those provinces happy.

In 532, during the terrible Nika rebellion, Theodora showed her great strength and supreme loyalty to Justinian. The Blues and the Greens had stopped arguing with each other to join forces against the government. They rioted throughout Constantinople, burning much of the city and threatening to topple the emperor from his throne. Justinian, Theodora, and their advisers gathered in the palace. The emperor was ready to flee the city, giving up his position to save his life. Then Theodora made the famous speech quoted above. When she finished, the room was briefly filled with silence. In response to her words, the generals quickly prepared plans to regain control of the city.

Once the revolt was ended, the imperial couple began to rebuild the city. They made Constantinople a glittering jewel and built 25 religious structures and countless other impressive buildings. In 548, Theodora died of cancer. She was buried in one of the churches they had built. Justinian joined her when he died years later.

## Questions

1. **Determining Main Ideas** What does Theodora mean by the last sentence in the quotation?
2. **Analyzing Issues** What obstacles did Theodora have to overcome to rise in society?
3. **Drawing Conclusions** What divisions split Byzantine society during Theodora's time?



## Section 2

## HISTORYMAKERS

# Ivan III

## *Builder of Russia*

*"[He was] a statesman of vision and above all of astounding single-mindedness. For Ivan III, more than any of his predecessors or followers on the princely throne of Moscow, knew precisely where he was going."—historian J. L. I. Fennell (1961)*

Two wars, the capture and blinding of his father, and a proposed diplomatic marriage were the haunting memories of Ivan III's childhood. Ivan III was born in 1440 to a princely throne in Moscow, then a small state in a time of severe crisis. Surviving much conflict, Ivan III built the foundation of modern Russia.

Ivan's father Basil II, the grand duke of Moscow, was in the midst of a struggle for power with a cousin, Dmitri Shemyaka. At the same time, Basil was also fighting the Mongols who then ruled Russia. Basil lost a battle to the Mongols and was captured. When he was released, he was captured again by Shemyaka, who was now ruling Moscow. Ivan, only six years old, was captured as well. Shemyaka blinded Basil, but Ivan's father won release and soon retook his throne. In 1452, Basil's army finally defeated Shemyaka, who died after being poisoned. That army was said to be led by Ivan, though he was only 12 years old.

Ten years later, Ivan became grand duke when his father died. For the next 40 years, Ivan used diplomacy, alliances, war, and trickery to expand the size of Moscow and increase his own power. He forged treaties and then, when he had no use for them, abandoned them. When Ivan was finished, he had achieved his goals. The ruler of Moscow was powerful, and his state, which he was first to call "all Russia," had grown.

Upon becoming grand duke, Ivan first tried to weaken the Mongols in the east, but his attack failed. He then aimed to capture Novgorod. First, he used diplomacy to make sure that no other state would help Novgorod. Next, he attacked and defeated its army in battle. While some resistance remained for several years, Ivan was in full control by the late 1470s. He then proceeded to completely break the power of the nobles there. He seized their grounds and forced them to move to Moscow. He gave the property to his supporters, but terms of ownership had changed. The land was officially the grand duke's, only on loan to them as long as

they served the ruler. Novgorod's defeat increased both Moscow's size and Ivan's power.

About this time, Ivan took another important step. After long negotiations he agreed to marry Sophia, the niece of the last Byzantine ruler. After the marriage, Ivan began to use the title czar, the Russian term for emperor. He also began calling Moscow the "third Rome" (after Rome and Constantinople).

After the defeat of Novgorod, Ivan turned on the next most powerful Russian state, Tver. Once again, he used diplomacy to isolate Tver and then invaded it and took control.

Next, Ivan turned east, hoping to finally remove the Mongol threat. By now, the huge Mongol Empire had split into three smaller kingdoms. In 1480, Akhmed, the leader of the strongest one, marched his army against Ivan. They faced each other for two months without fighting, as Akhmed waited for promised reinforcements. When they never arrived, Akhmed led his army away. Later, rivals had him killed, and Mongol power was finally broken. Ivan secured his border with the Mongols in 1487, when he captured one of the remaining kingdoms.

Ivan now moved west. After marrying his daughter to the son of the king of Lithuania, he attacked that nation in 1500. He shattered the Lithuanian army, which led to further Russian expansion.

While enlarging Moscow, Ivan also took steps to increase the grand duke's power. He reformed the government, beginning a system of administration that remained in use for hundreds of years.

## Questions

1. **Making Inferences** How might Ivan's early life have influenced his goals and the methods he used to achieve them once he became ruler?
2. **Clarifying** Give two examples of how Ivan used diplomacy effectively.
3. **Forming and Supporting Opinions** Ivan III is often called "the Great." Do you think that is an appropriate name? Why or why not?



CHAPTER  
**11**

Section 1

CONNECTIONS ACROSS TIME AND CULTURES

# *Ancient Rome and the New Rome*

THEMATIC CONNECTION:

EMPIRE BUILDING

*As you learned in this chapter, Constantine made the city of Byzantium the capital of the Eastern Roman Empire and renamed it Constantinople. How did this capital in the east compare with Rome, its counterpart in the west? Did it become the "New Rome," as Constantine had planned? To find out, review Chapter 6 and answer the questions that follow.*

1. Augustus, the first emperor of Rome, created a system of government that existed for centuries. How did the government of the eastern empire compare with that of the western empire? \_\_\_\_\_  
\_\_\_\_\_
2. One of Rome's lasting contributions was its law. How does the Justinian Code compare with the principles of Roman law? \_\_\_\_\_  
\_\_\_\_\_
3. In ancient Rome, the Colosseum was the site of free games, races, and gladiator contests for the masses. What kinds of free entertainment did the Hippodrome offer to citizens of Constantinople? \_\_\_\_\_  
\_\_\_\_\_
4. Roman architects and engineers built spectacular structures admired for such features as the arch and the dome. How did the architecture of Constantinople compare with Roman architecture? \_\_\_\_\_  
\_\_\_\_\_
5. In Rome, few children went to school. How was education viewed in the New Rome? \_\_\_\_\_  
\_\_\_\_\_
6. What do you think is the greatest legacy of the New Rome? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**11****RETEACHING ACTIVITY***The Byzantine Empire***Section 1**

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The eastern Roman Empire became known as<br/>a. Constantinople.<br/>b. Greece.<br/>c. Byzantium.<br/>d. Istanbul.</p> <p>_____ 2. A high-ranking Byzantine nobleman who took the throne of the Eastern Empire in 527 was<br/>a. Constantine.<br/>b. Belisarius.<br/>c. Caesar.<br/>d. Justinian.</p> <p>_____ 3. The Justinian Code was<br/>a. a body of civil law that controlled Byzantine life.<br/>b. a code for entering Constantinople.<br/>c. a collection of religious laws.<br/>d. a code of honor governing the Byzantine Empire.</p> <p>_____ 4. The crowning religious glory of Justinian's building program was<br/>a. the statue of Herodotus.<br/>b. the Hagia Sophia.<br/>c. a series of law courts.<br/>d. the "Middle Way."</p> | <p>_____ 5. The site of wild chariot races in Constantinople was the<br/>a. "Middle Way."<br/>b. Colosseum.<br/>c. Hippodrome.<br/>d. Forum of Constantine.</p> <p>_____ 6. From 398-404, Saint John Chrysostom served in Constantinople as bishop, or<br/>a. scholar.<br/>b. emperor.<br/>c. pope.<br/>d. patriarch.</p> <p>_____ 7. Religious images used by eastern Christians in their devotions were called<br/>a. icons.<br/>b. idols.<br/>c. relics.<br/>d. artifacts.</p> <p>_____ 8. When the pope casts an official out of the Church it is called<br/>a. heresy.<br/>b. iconology.<br/>c. excommunication.<br/>d. succession.</p> <p>_____ 9. The Cyrillic alphabet for the Slavic languages was created by<br/>a. Herodotus.<br/>b. Saint John Chrysostom and Saint Cyril.<br/>c. Saint Methodious and Saint Cyril.<br/>d. Empress Theodora.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|





## Section 2

## RETEACHING ACTIVITY

*The Russian Empire*

**Determining Main Ideas** The following questions deal with the development of the Russian culture. Answer them in the space provided.

1. What role did Vladimir play in bringing Christianity to Kiev?

---

2. What contributions did Yaroslav the Wise make to Kievan Russia?

---

3. What effect did the Mongol invasions have on Kievan Russia?

---

4. How did Moscow's princes overcome the Mongols?

---

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                              |                      |
|------------------------------------------------------------------------------|----------------------|
| _____ 5. Russia's first important city                                       | a. Ivan III          |
| _____ 6. ruler who converted Kiev to Christianity                            | b. Novgorod          |
| _____ 7. ruler who built the first library in Kiev                           | c. czar              |
| _____ 8. Novgorod's prince and military hero who cooperated with the Mongols | d. Alexander Nevsky  |
| _____ 9. ruler who led the Russian state to become an empire                 | e. Vladimir          |
| _____ 10. the Russian version of the word "king"                             | f. Yaroslav the Wise |

**CHAPTER**  
**11****Section 3****RETEACHING ACTIVITY*****Turkish Empires Rise  
in Anatolia***

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                    |                  |
|----------------------------------------------------------------------------------------------------|------------------|
| _____ 1. armies from this country moved into Baghdad and ended the power of the caliph in 945      | a. Seljuks       |
| _____ 2. these people were noted for their military skills                                         | b. Vizier        |
| _____ 3. this Turkish group captured Baghdad from the Persians in 1055                             | c. Crusades      |
| _____ 4. the founder of the Seljuk Dynasty                                                         | d. Hulagu        |
| _____ 5. the capital of Seljuk kingdom                                                             | e. Persia        |
| _____ 6. Seljuk prime minister                                                                     | f. Isfahan       |
| _____ 7. the most famous Seljuk sultan                                                             | g. mamelukes     |
| _____ 8. series of military campaigns against Turks and other Muslims for control of the Holy Land | h. Malik Shah    |
| _____ 9. Turkish military slaves                                                                   | i. Turks         |
| _____ 10. the person who launched the first crusade in 1095                                        | j. Taghril Beg   |
| _____ 11. famous Kurdish captain who helped the Muslims recover Jerusalem in 1187                  | k. Saladin       |
| _____ 12. Genghis Khan's grandson who captured Baghdad in 1258                                     | l. Pope Urban II |

CHAPTER

12

Section 1

GUIDED READING

Tang and Song China

**A. Analyzing Causes and Recognizing Effects** As you read this section, take notes to answer the questions about how the Tang and Song dynasties transformed China.

| What impact did the Tang and Song dynasties have on the following areas of Chinese society? |                       |                  |
|---------------------------------------------------------------------------------------------|-----------------------|------------------|
| 1. Transportation                                                                           | 2. Government         | 3. Foreign trade |
| 4. Agriculture                                                                              | 5. Science/Technology | 6. Art           |

| What changes did the two dynasties bring about for the following groups? |           |          |
|--------------------------------------------------------------------------|-----------|----------|
| 7. Old Aristocratic Families                                             | 8. Gentry | 9. Women |

**B. Clarifying** On the back of this paper, identify **Tang Taizong** and **Wu Zhao**.

**CHAPTER**  
**12****Section 2****GUIDED READING** *The Mongol Conquests*

**A. Determining Main Ideas** As you read about the Mongols, take notes to answer the questions.

**The Rise of the Mongols**

1. What was the primary cause of conflict between steppe nomads and settled communities?
2. How was Genghis Khan able to unite the nomadic Mongols?
3. What traits enabled Genghis Khan to conquer most of Asia?

**The Khanates**

4. Into what four khanates did the successors of Genghis Khan divide the Mongol Empire?
5. How did the Mongols rule?
6. How did the cultural differences among the khanates eventually affect the empire?

**The Pax Mongolica**

7. What was the Mongol peace?
8. How did this peace affect trade and cultural interaction?

**B. Summarizing** On the back of this paper, explain how the terms **pastoralist** and **clan** apply to the nomads of the Asian steppe.

CHAPTER  
**12**

## GUIDED READING

*The Mongol Empire*

## Section 3

**A. Summarizing** As you read this section, use the questions to help you summarize information about Mongol rule in China.

|                                                                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>1. Who?</b><br>Who was Kublai Khan?<br>Who was Marco Polo?                                                                                                                                  |  |
| <b>2. When?</b><br>When did the Mongols gain control of all of China?<br>When did Kublai Khan rule?                                                                                            |  |
| <b>3. Where?</b><br>Where did Kublai Khan build palaces?<br>Where did Kublai Khan move the capital of his empire?                                                                              |  |
| <b>4. How?</b><br>How did the Mongol rulers treat their Chinese subjects?<br>How did Kublai Khan expand foreign trade?                                                                         |  |
| <b>5. Why?</b><br>Why did the Mongols give most high government posts to foreigners?<br>Why were the Mongols unable to conquer Japan?<br>Why is the Yuan Dynasty important in Chinese history? |  |
| <b>6. What?</b><br>What brought about the fall of the Yuan Dynasty?                                                                                                                            |  |

**B. Clarifying** On the back of this paper, explain the origin of the word **kamikaze**.

**CHAPTER**  
**12****Section 4****GUIDED READING** *Feudal Powers in Japan*

**A. Analyzing Causes and Recognizing Effects** As you read about the development of Japanese civilization, take notes to answer the questions and fill out the charts.

| How did these factors help shape Japanese civilization? |
|---------------------------------------------------------|
| 1. Geography                                            |
| 2. Yamato clan                                          |
| 3. Korean travelers                                     |
| 4. Chinese culture                                      |
| 5. Heian period                                         |

| How did these groups weaken Japan's imperial government? |
|----------------------------------------------------------|
| 6. Samurai warriors                                      |
| 7. Shoguns                                               |

**B. Clarifying** On the back of this paper, define **Shinto** and **Bushido** and describe the role of each in Japanese civilization.



Section 5

GUIDED READING *Kingdoms of Southeast Asia and Korea*

**A. Recognizing Facts and Details** As you read about the kingdoms that prospered in Southeast Asia and Korea, write notes to fill in the chart.

| Dynasty/Kingdom      | Location | Achievements |
|----------------------|----------|--------------|
| 1. Khmer Empire      |          |              |
| 2. Sailendra Dynasty |          |              |
| 3. Srivijaya Empire  |          |              |
| 4. Ly Dynasty        |          |              |
| 5. Koryu Dynasty     |          |              |

**B. Determining Main Ideas** In each box, cite examples that illustrate the influence of India and China on the kingdoms of Southeast Asia and Korea.

| Indian Influence | Chinese Influence |
|------------------|-------------------|
|                  |                   |

**C. Writing Descriptive Paragraphs** On the back of this paper, identify and describe **Angkor Wat**.





## BUILDING VOCABULARY

*Empires in East Asia*

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The only woman to assume the title of emperor of China was (a) Wu Zhao (b) Tang Taizong (c) Kublai Khan.
2. The Mongol leader who built a huge empire in Central Asia in the early 1200s was (a) Tang Taizong (b) Wu Zhao (c) Genghis Khan.
3. The Mongol leader who fulfilled his grandfather's goal of conquering all of China was (a) Marco Polo (b) Genghis Khan (c) Kublai Khan.
4. Located in Cambodia, the largest religious structure in the world is (a) Angkor Wat (b) Pax Mongolica (c) Shinto.
5. The emperor who ruled China from 626 to 649, expanding the empire and strengthening the central government, was (a) Wu Zhao (b) Tang Taizong (c) Genghis Khan.
6. The Venetian trader who described Kublai Khan and the wonders of China to Europeans was (a) Angkor Wat (b) Wu Zhao (c) Marco Polo.

**B. Completion** Select the term or name that best completes the sentence.

pastoralist  
clan

movable type  
gentry

Pax Mongolica  
Shinto

Angkor Wat  
Khmer Empire

1. The period from the mid-1200s to the mid-1300s during which the Mongols brought stability and law and order to much of Eurasia is called the \_\_\_\_\_.
2. A person who herds domesticated animals is called a \_\_\_\_\_.
3. The Chinese invention of \_\_\_\_\_ allowed printers to arrange blocks of individual characters in a frame to make up a page for printing.
4. The rulers of the \_\_\_\_\_ built extensive city-and-temple complexes in what is now Cambodia.
5. A class of powerful, well-to-do people is called the \_\_\_\_\_.
6. Japan's earliest religion, called \_\_\_\_\_, was based on respect for the forces of nature and on the worship of ancestors.

**C. Writing** Write a description of the rise of Japan's warrior class between the late 1100's and 1868 using the following terms.

clan      samurai      Bushido      shogun

CHAPTER  
12

Section 4

SKILLBUILDER PRACTICE

Making Inferences

When you make an inference, you draw conclusions based on clues in the text, your knowledge of history, and common sense. You analyze what you read or hear, looking for meaning that is suggested but not specifically stated. The excerpt below, from a letter written in 1582 by Luis Frois, a Jesuit missionary from Portugal, describes the attack on Oda Nobunaga, a Japanese daimyo. Read the excerpt and then fill in the chart to help you make inferences about how daimyos lived and the code of behavior they followed. (See Skillbuilder Handbook)

When Akechi’s men reached the palace gates, they at once entered as nobody was there to resist them because there had been no suspicion of their treachery. Nobunaga had just washed his hands and face, and was drying himself with a towel when they found him and forthwith shot him in the back with an arrow. Pulling the arrow out, he came out carrying a naginata, a weapon with a long blade made after the fashion of a scythe. He fought for some time, but after receiving a shot in the arm he

retreated into his chamber and shut the doors. Some say that he cut his belly, while others believe that he set fire to the palace and perished in the flames. What we do know, however, is that of this man, who made everyone tremble not only at the sound of his voice but even at the mention of his name, there did not remain even a small hair that was not reduced to dust and ashes.

from Luis Frois, *History of Japan* (1590).

| Clues in the Text | Personal Knowledge | Inference(s) |
|-------------------|--------------------|--------------|
|                   |                    |              |

**CHAPTER**  
**12**  
**Section 4**

## GEOGRAPHY APPLICATION: MOVEMENT *The Ainu People*

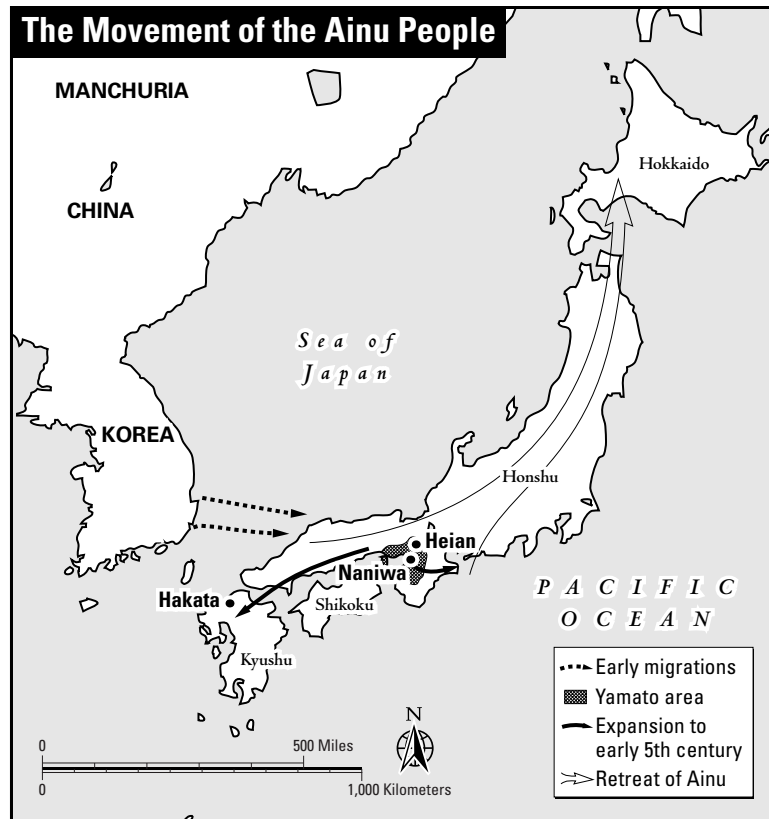
**Directions:** Read the paragraphs below and study the map carefully. Then answer the questions that follow.

Before settlers from mainland Asia began migrating to Japan, a people known as the Ainu had already existed in Japan. This situation is similar to that of North America, where an original people, the Native Americans, already lived when European settlers arrived. Today's Japanese call the Ainu the "Hairy People" because they had long wavy hair, thick beards, and hair covering their bodies.

The people migrating from mainland Asia formed clans, blending and assimilating into a fairly homogeneous population by about first century A.D. Around 400 years later, the Yamato clan established itself as the chief clan. In the formation of a new Japanese culture, the clans forced the Ainu further north on Honshu and to Hokkaido, remote areas of Japan.

As time progressed and the population of Japan increased, the new Japanese discriminated against the Ainu, preventing them from practicing their rituals and traditions. They suppressed Ainu religion and language and forced the children of the Ainu to attend Japanese schools. Furthermore, like Native Americans, today's Ainu suffer from a high rate of alcoholism.

In the process of assimilation, the Ainu have also lost many of their unique physical characteristics, including their European-like faces. One anthropologist who examined 19th-century photographs of Ainu described them as resembling “fierce, black-bearded Norwegians.”



**Interpreting Text and Visuals**

1. What body of water did the people of Asia need to cross in order to migrate to Japan?

\_\_\_\_\_

2. At its longest point, how many miles is the Yamato core area? \_\_\_\_\_

3. What are the names of the four primary islands that consist of present-day Japan? \_\_\_\_\_

\_\_\_\_\_

4. How many miles separate Honshu and Korea at its closest point? \_\_\_\_\_

\_\_\_\_\_

5. What is the greatest number of miles that the Ainu might have been forced to move by the Japanese? \_\_\_\_\_

6. Explain how the situation of the Ainu people is similar to that of the Native Americans in North America. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What might have been some of the reasons that the Japanese discriminated against the Ainu?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CHAPTER  
**12**

Section 2

**PRIMARY SOURCE** *from The Secret History of the Mongols*  
by Arthur Waley

The Secret History of the Mongols was called “secret” because it was written for the Mongols and not for the Chinese. This excerpt, which dates from about the middle of the 13th century, describes how Temujin became Genghis Khan, the “universal ruler” of all the Mongol clans, in 1206 and prepared to conquer all the tribes in Mongolia. How did Genghis—called Chingis in this excerpt—reward his friends and relatives once he became Great Khan?

**Chingis Becomes Khan of the Mongols**

Altan, Khuchar, Sacha-beki and all of them, after consulting together, said to Temujin, “We appoint you as our Khan. If you will be our Khan, we will go as vanguard against the multitude of your enemies. All the beautiful girls and married women that we capture and all the fine horses, we will give to you. When hunting is afoot, we will be the first to go to the battue and will give you the wild beasts that we surround and catch. If in time of battle we disobey your orders or in time of peace we act contrary to your interests, part us from our wives and possessions and cast us out into the wilderness.” Such was the oath they made to serve him. They made him Great Khan, with the name Chingis.

Chingis said to Bo’orchu and Jelme: “When I had no companions you were the first to become my comrades; I have not forgotten it. You are to be at the head of all these followers of mine.” And to his other followers he said: “All of you left Jamukha, thinking to come to me. If Heaven and Earth give their protection, you elders will now and long afterwards be my blessed comrades.” Speaking thus, he gave charges to all of them. After Chingis became Khan he sent Dakhi and Sugegei to the Ong Khan To’oril, ruler of the Kereits. The Ong Khan said, “You were quite right to make Temujin your Khan. What would become of you Mongols without a Khan? Don’t go back on what you agreed upon at the start.”

Such was his discourse. . . .

**Chingis Becomes Great Khan of All the Tribes in Mongolia**

After Chingis had made subject to him all the many tribes he set up at the source of the Onan river a white banner with nine pendants and became Great Khan. This was in the year of the Tiger (1206).

Chingis said: “I have now assigned their tasks to my sons-in-law and to the ninety-five commanders of a thousand. Among them there are officers who have rendered particularly great service to me and I am going to reward them further.” He then told Shigi-khutukhu to summon Bo’orchu and Mukhali. Shigi-khutukhu said, “To whose services are those of Bo’orchu and Mukhali superior, that they should be further rewarded? I have been in your family since I was a child, all the time till I became a grown man, and never once left you. To whose services are mine inferior? What reward are you now going to give me?” Chingis said, “You became my sixth brother and have had your share, just like my other brothers, enjoying the privilege of being allowed to sin a hundred times without punishment. Now that I have subdued all the peoples, I want you to listen and look for me. No one shall be allowed to act contrary to what you say. If there are cases of robbery or fraud, it will be for you to mete out punishment, slaying those who ought to die and punishing those who ought to be punished. You are to decide all disputes arising out of division of family property, and are to write your decisions on the Blue Register, in which no one is to be allowed ever to make alterations.”

*from Arthur Waley, The Secret History of the Mongols (New York: Barnes & Noble, Inc., 1963), 245, 285–286.*

**Activity Options**

1. **Making Inferences** Based on this excerpt, what qualities do you think helped Genghis Khan succeed as a leader? Make a chart of these qualities. Share your chart with classmates.
2. **Writing for a Specific Purpose** With a small group, write a skit about Genghis Khan and his rise to power. Use details and dialogue in this excerpt. Then perform the skit for the class.

CHAPTER  
**12**

Section 3

## PRIMARY SOURCE Marco Polo at the Mongol Court

*Marco Polo, a Venetian merchant and traveler, reached Kublai Khan's court in about 1275 and remained in China until 1292. During Marco's stay in China, Kublai Khan sent him on special government missions around China. After Marco returned home, he was captured during a war between Venice and Genoa and put in prison. He entertained fellow prisoners with his travel stories, and one of the prisoners gathered his stories into a book. In this excerpt, Marco describes Kublai Khan's summer palace in Shangdu, on the border of Mongolia and China. Which features of the palace can you visualize?*

Departing from the city last mentioned, and proceeding three days' journey in a north-easterly direction, you arrive at a city called Shandu, built by the Grand Khan Kublai, now reigning. In this he caused a palace to be erected, of marble and other handsome stones, admirable as well for the elegance of its design as for the skill displayed in its execution. The halls and chambers are all gilt, and very handsome. It presents one front towards the interior of the city, and the other towards the wall; and from each extremity of the building runs another wall to such an extent as to enclose sixteen miles in circuit of the adjoining plain, to which there is no access but through the palace.

Within the bounds of this royal park there are rich and beautiful meadows, watered by many rivulets, where a variety of animals of the deer and goat kind are pastured, to serve as food for the hawks and other birds employed in the chase, whose mews are also in the grounds. The number of these birds is upwards of two hundred; and the grand khan goes in person, at least once in the week, to inspect them. Frequently, when he rides about this enclosed forest, he has one or more small leopards carried on horseback, behind their keepers; and when he pleases to give direction for their being slipped, they instantly seize a stag, or goat, or fallow deer, which he gives to his hawks, and in this manner he amuses himself.

In the centre of these grounds, where there is a beautiful grove of trees, he has built a royal pavilion, supported upon a colonnade of handsome pillars, gilt and varnished. Round each pillar a dragon, likewise gilt, entwines its tail, whilst its head sustains the projection of the roof, and its talons or claws are extended to the right and left along the

entablature. The roof is of bamboo cane, likewise gilt, and so well varnished that no wet can injure it. The bamboos used for this purpose are three palms in circumference and ten fathoms in length, and being cut at the joints, are split into two equal parts, so as to form gutters, and with these (laid concave and convex) the pavilion is covered; but to secure the roof against the effect of wind, each of the bamboos is tied at the ends to the frame.

The building is supported on every side (like a tent) by more than two hundred very strong silken cords, and otherwise, from the lightness of the materials, it would be liable to oversetting by the force of high winds. The whole is constructed with so much ingenuity of contrivance that all the parts may be taken asunder, removed, and again set up, at his majesty's pleasure. This spot he has selected for his recreation on account of the mild temperature and salubrity of the air, and he accordingly makes it his residence during three months of the year, namely, June, July, and August. . . .

*from The Travels of Marco Polo (New York: Orion Press), 100–102.*

### Activity Options

1. **Creating a Model** Make a simple architectural drawing of Kublai Khan's summer palace and its grounds based on the details in this excerpt. Then share your drawing with the class.
2. **Creating Oral Presentations** With a partner, role-play Kublai Khan giving his guest, Marco Polo, a tour of his summer palace at Shangdu.



CHAPTER  
**12**

Section 4

**PRIMARY SOURCE** *from The Diary of Lady Murasaki*

*Lady Murasaki Shikibu, the author of The Tale of Genji, left rich insights into her life and times in her diary. The following diary entry, which was written in about 1008, portrays life at the imperial court at the height of the Heian period in Japan. How did Lady Murasaki feel about court life?*

My room is ugly, blackened by smoke. I play on a thirteen or six-stringed koto, but I neglect to take away the bridges even in rainy weather, and I lean it up against the wall between the cabinet and the door jamb. On either side of the koto stands a lute [Japanese biwa]. A pair of big bookcases have in them all the books they can hold. In one of them are placed old poems and romances. They are the homes of worms which come frightening us when we turn the pages, so none ever wish to read them. As to the other cabinet, since the person [her husband, a scholar in Chinese literature, who died in 1001] who placed his own books there no hand has touched it. When I am bored to death I take out one or two of them; then my maids gather around me and say: “Your life will not be favored with old age if you do such a thing! Why do you read Chinese? Formerly even the reading of Sutras was not encouraged for women.”

They rebuke me in the shade [i.e. behind my back]. I have heard of it and have wished to say, “It is far from certain that he who does no forbidden thing enjoys a long life,” but it would be a lack of reserve to say it to the maids. Our deeds vary with our age and deeds vary with the individual. Some are proud to read books, others look over old cast-away writings because they are bored with having nothing to do. It would not be becoming for such a one to chatter away about religious thoughts, noisily shaking a rosary. I feel this, and before my women keep myself from doing what otherwise I could do easily. But after all, when I was among the ladies of the court I did not say what I wanted to say either, for it is useless to talk with those who do not understand one and troublesome to talk with those who criticize from a feeling of superiority.

Especially one-sided persons are troublesome. Few are accomplished in many arts and most cling narrowly to their own opinion.

Pretty and coy, shrinking from sight, unsociable, proud, fond of romance, vain and poetic, looking down upon others with a jealous eye—such is the opinion of those who do not know me, but after seeing me they say, “You are wonderfully gentle to meet with; I cannot identify you with that imagined one.”

I see that I have been slighted, hated, and looked down upon as an old gossip, and I must bear it, for it is my destiny to be solitary. The Queen said once, “You were ever mindful not to show your soul, but I have become more intimate with you than others.” I hope that I may not be looked at obliquely even by those who are ill-natured, affected, and unsociable. . . .

*from The Diary of Lady Murasaki* (The Kenkyu[m]sha Publishing Company). Reprinted in Donald Keene, ed., *Anthology of Japanese Literature* (New York: Grove Press, Inc., 1955), 153–154.

## Discussion Questions

### *Clarifying and Summarizing*

1. What forms of entertainment did Lady Murasaki pursue?
2. How did Lady Murasaki’s maids react to her desire to read her husband’s scholarly books?
3. How did ladies of the court who did not know Lady Murasaki view her?
4. **Forming and Supporting Opinions** Based on your reading of this diary entry, do you think you would have enjoyed life at the imperial court during the Heian period? Why or why not?



**CHAPTER**  
**12****Section 4****PRIMARY SOURCE****A Samurai Instructs His Son**  
by Hojo Shigetoki

*In 1247 Hojo Shigetoki, a leading samurai in Japan, gave his 18-year-old son a set of instructions after the Kamakura shoguns appointed the son to a key position. What advice did the father give his son?*

The men under your command . . . must be carefully chosen for your service. Do not take “difficult” fellows. If men under your orders, however loyal, are wanting in intelligence, you must not trust them with important duties, but rely upon experienced older men. If you are in doubt refer to me, Shigetoki.

In dealing with subordinates do not make an obvious distinction between good and not-good. Use the same kind of language, give the same kind of treatment to all, and thus you will get the best out of the worst. But you yourself must not lose sight of the distinction between good character and bad character, between capable and incapable. You must be fair, but in practice you must not forget the difference between men who are useful and men who are not. Remember that the key to discipline is fair treatment in rewards and in punishments. But make allowance for minor misdeeds in young soldiers and others, if their conduct is usually good.

Do not be careless or negligent in the presence of subordinates, especially of older men. Thus do not spit or snuffle or lounge about on a chest with your legs dangling. This only gives men the impression that you do not care for their good opinion. Preserve your dignity. If you behave rudely, they will tell their families and gossip will spread.

You must treat all servants with proper consideration and generosity, not only your own people but also those of your parents and other superiors. If you do not, they will scorn you and say to one another: “He thinks he is very important, but he doesn’t amount to much.”

Remember, however, that there are times when a commander must exercise his power of deciding questions of life or death. In those circumstances since human life is at stake you must give most careful thought to your action. Never kill or wound a man in anger, however great the provocation. Better get somebody else to administer the proper punishment. Decisions made in haste before your feelings are calm can only lead to remorse. Close your eyes and reflect carefully when you have a difficult decision to make.

When accusations are brought to you, always remember that there must be another side to the question. Do not merely indulge in anger. To give fair decisions is the most important thing not only in commanding soldiers but also in governing a country.

*from George Sanson, ed., A History of Japan to 1334 (Stanford, California: Stanford University Press, 1958), 336. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. 1 (New York: HarperCollins Publishers, 1988), 144.*

**Activity Options**

1. **Writing for a Specific Purpose** Make a list of *dos* and *don’ts* for Hojo Shigetoki’s son based on this selection. Share your list with classmates.
2. **Creating Oral Presentations** With a partner, role-play a conversation between Hojo Shigetoki and his son in which you discuss how a military leader ought to behave.

Excerpt from “Samurai’s Instructions to His Son,” from *A History of Japan to 1334* by George Sanson. Copyright © 1958 by Stanford University Press. Used with the permission of Stanford University Press, [www.sup.org](http://www.sup.org).

CHAPTER  
**12**

Section 4

LITERATURE SELECTION *from The Tale of Genji*  
by Lady Murasaki Shikibu

*The Tale of Genji, a popular work of Japanese literature that is considered the world's first novel, was written in about 1000 at the height of the Heian period. The story involves the countless loves of its hero, Prince Genji. In this excerpt Genji is ill with a recurring fever. While he is in the northern hills seeking a cure, Genji is shown some of the sights. How does he react when he first learns about the daughter of the lay priest? She is Murasaki, who later becomes his wife.*

During a great part of the morning Genji was busy with his cure. When at last the ceremony was completed, his attendants, dreading the hour at which the fever usually returned, strove to distract his attention by taking him a little way across the mountain to a point from which the Capital could be seen. "How lovely," cried Genji, "are those distances half-lost in haze, and that blur of shimmering woods that stretches out on every side. How could anyone be unhappy for a single instant who lived in such a place?" "This is nothing," said one of his men. "If I could but show you the lakes and mountains of other provinces, you would soon see how far they excell all that you here admire"; and he began to tell him first of Mount Fuji and many another famous peak, and then of the West Country with all its pleasant bays and shores, till he quite forgot that it was the hour of his fever.

"Yonder, nearest to us," the man continued, pointing to the sea, "is the bay of Akashi in Harima. Note it well; for though it is not a very out-of-the-way place, yet the feeling one has there of being shut off from everything save one huge waste of sea makes it the strangest and most desolate spot I know. And there it is that the daughter of a lay priest who was once governor of the province presides over a mansion of quite disproportionate and unexpected magnificence. He is the descendant of a Prime Minister and was expected to cut a great figure in the world. But he is a man of very singular disposition and is averse to all society. For a time he was an officer in the Palace Guard, but he gave this up. . . and became a lay priest.

Then instead of settling, as is usually done, on some secluded hillside, he built himself a house on the seashore, which may seem to you a very strange thing to do; but as a matter of fact, . . . the mountain-country is far more dull and lonely and would

sorely have tried the patience of his young wife and child; and so as a compromise he chose the seashore. Once when I was travelling in the province of Harima I took occasion to visit his house and noted that, though at the Capital he had lived in a very modest style, here he had built on the most magnificent and lavish scale, as though determined in spite of what had happened . . . to spend the rest of his days in the greatest comfort imaginable. But all the while he was making great preparations for the life to come and no ordained priest could have led a more austere and pious life."

"But you spoke of his daughter?" said Genji. "She is passably good-looking," he answered, "and not by any means stupid. Several governors and officers of the province have set their hearts upon her and pressed their suit most urgently; but her father has sent them all away. It seems that he is determined that this one child, his only object of care, should make amends for his obscurity, and has sworn that if ever she chooses against his will, and when he is gone flouts his set purpose and injunction to satisfy some idle fancy of her own, his ghost will rise and call upon the sea to cover her."

*from Arthur Waley, trans., The Tale of Genji (George Allen and Unwin). Reprinted in John D. Yohannan, ed., A Treasury of Asian Literature (New York: New American Library, 1956), 61–63.*

## Research Option

**Writing for Social Studies** Use the Internet, travel guides, and books about Japan to find out more about Japan's geography. Then work with a small group of classmates to create a travel brochure. Include pictures of important geographical features that Genji admires in this excerpt, and write brief captions.

**CHAPTER**  
**12****Section 4****LITERATURE SELECTION** *from The Pillow Book*  
by Sei Shonagon

*Sei Shonagon was a lady-in-waiting to Empress Sadako during the last decade of the 10th century in Japan. This position afforded Shonagon an ideal opportunity to observe the people and customs at the royal court in Heian. Her observations are contained in a loosely organized collection of 185 sketches, lists, and anecdotes known as The Pillow Book. As you read this excerpt, think about how ladies-in-waiting like Sei Shonagon entertained themselves.*

From the beginning of the fifth month, it had been dark, rainy weather all the time. I became so bored that at last I suggested we had better go out and see if we couldn't somewhere hear the cuckoo singing. This idea was very well received, and one of the girls suggested we should try that bridge behind the Kamo Shrine (it isn't called Magpie Bridge, but something rather like it). She said that there was a cuckoo there every day. Someone else said it was not a cuckoo at all, but a cricket. However, on the morning of the fifth day, off we went. When we ordered the carriage, the men said they didn't suppose that in such weather as this anyone would mind if we were picked up outside our own quarters and taken out by the Northern Gate. There was only room for four. Some of the other ladies asked whether we should mind their getting another carriage and coming too. But the Empress said "No," and though they were very much disappointed we drove off rather hardheartedly without attempting to console them or indeed worrying about them at all. Something seemed to be happening at the riding ground, where there was a great press of people. When we asked what was going on, we were told that the competitions were being held, and that the archers were just going to shoot on horseback. It was said, too, that the officers of the Bodyguard of the Left were there; but all we could see, when we had pulled up, was a few gentlemen of the Sixth Rank wandering vaguely about. "Oh, do let us get on," someone said; "there's no one of any interest here." So we drove on toward Kamo, the familiar road making us feel quite as though we were on our way to the festival. Presently we came to my lord Akinobu's house, and someone suggested we should get out and have a look at it. Everything was

very simple and countrified—pictures of horses on the panels, screens of wattled bamboo, curtains of plaited grass—all in a style that seemed to be intentionally behind the times. The house itself was a poor affair and very cramped, but quite pretty in its way. As for cuckoos, we were nearly deafened! It is really a great pity Her Majesty never hears them. And when we thought of the ladies who had wanted so badly to come with us, we felt quite guilty. "It's always interesting to see things done on the spot," said Akinobu, and sending for some stuff which I suppose was husked rice, he made some girls—very clean and respectable—along with others who seemed to come from neighboring farms, show us how the rice was thrashed. Five or six of

*As for cuckoos,  
we were nearly  
deafened!*

them did this, and then the grain was put into a sort of machine that went round, two girls turning it and at the same time singing so strange a song that we could not help laughing, and had soon forgotten all about the cuckoos. Then refreshments were brought on a queer old tray-stand such as one

sees in Chinese pictures. As no one seemed much interested in its contents, our host said: "This is rough country fare. If you don't like it, the only thing to do in a place like this is to go on bothering your host or his servants till you get something you can eat. We don't expect you people from the capital to be shy. These fern-shoots, now. I gathered them with my own hand." "You don't want us to arrange ourselves round the tray-stand like a lot of maid-servants sitting down to their supper?" I protested.

"Hand the things round," he said . . . and while this was going on, in the midst of the clatter, one of the men came in and said that it was going to rain, and we hurried back to our carriage. I wanted to make my cuckoo-poem before we started; but the

others said I could do it in the carriage. Before going we picked a huge branch of white-flower and decorated our carriage with it, great trails of blossom hanging over the windows and sides, till one would have thought a huge canopy of white brocade had been flung across the roof of the coach. Our grooms, throwing themselves into the thing, began with shouts of laughter squeezing fresh boughs of blossom into every cranny that would hold them.

We longed to be seen by someone on our way back, but not a soul did we meet, save one or two wretched priests or other such uninteresting people. When we were nearly home we made up our minds it would be too dull to finish the day without anyone having seen us in our splendor, so we stopped at the palace in the First Ward and asked for the Captain [Fujiwara no Kiminobu, the Empress's cousin], saying we were just back from hearing the cuckoo. We were told he had been off duty for some time and had got into easy clothes; but was now being helped into his court trousers. Wouldn't we wait? We said we couldn't do that, and were driving on to the Eastern Gate, when he suddenly appeared running after us down the road. He had certainly changed in a marvelously short space of time, but was still buckling his belt as he ran. Behind him, barefooted in their haste, panted several dressers and grooms. We called to the coachman to drive on and had already reached the gate when, hopelessly out of breath, he staggered up to us. It was only then that he saw how we were decorated. "This is a fairy chariot," he laughed. "I do not believe there are real people in it. If there are, let them get down and show themselves." . . .

When we were back in the palace, Her Majesty asked for an account of our adventures. The girls who had been left behind were at first inclined to be rather sulky; but when we described how the Captain had run after us down the Great Highway of the First Ward, they could not help laughing. Presently the Empress asked about our poems, and we were obliged to explain that we had not made any. "That is very unfortunate," she said. "Some of the gentlemen at court are bound to hear of your excursion, and they will certainly expect something to have come of it. I can quite understand that on the spot it was not very easy to write anything. When people make too solemn an affair of such things, one is apt suddenly to feel completely uninterested. But it is not too late. Write something now. You're good for that much, surely."

from Arthur Waley, trans., *The Pillow Book* (George Allen and Unwin). Reprinted in John D. Yohannan, ed., *A Treasury of Asian Literature* (New York: New American Library, 1956), 139–143.

## Discussion Questions

### Clarifying

1. Why do the ladies go to the bridge behind the Kamo Shrine?
2. How does Akinobu entertain the ladies when they come to his house?
3. **Comparing** Compare this excerpt by Sei Shonagon with Lady Murasaki's diary entry. Which description of court life do you think is more appealing? Explain your answer.

**CHAPTER**  
**12****Section 1****HISTORYMAKERS****Wu Zhao***Ruthless Rise to Power*

*"A sage mother will befall and her [empire] will be prosperous forever."  
—inscription on a stone, created to legitimize the rule of Wu Zhao*

One day the Chinese emperor Tang Taizong was having difficulty taming a particular horse. As a young mistress in his court, Wu Zhao offered her ruler some advice on how to tame the animal. Her advice would both reveal her boldness of character and foreshadow the actions she would take to achieve her goals. She would use three tools to tame the horse, she said. First, she would use the whip and a mace to subdue the beast. If that did not work, she would use the third tool—a knife to cut the animal's throat.

In 625, Wu was born to a wealthy family allied with the rulers of the Tang Dynasty. When she was about 14 years old, rumors spread of her beauty. As a result, Tang Taizong brought her to the palace to become one of his many wives. Soon after she arrived, the emperor's son Gaozong fell in love with her.

Upon the death of Taizong, Wu was sent to a nunnery with all the other minor wives. But a year later, Gaozong visited her and his passion was renewed. After her return to the palace, Wu began a determined quest for power.

Gaozong had a primary wife, the empress. Though that wife had not borne any children, tradition gave her a powerful claim to authority and respect. Wu found a shocking but effective way to remove her rival. Wu gave birth to a daughter, whom the emperor deeply loved. After the empress had played with the baby one day, Wu entered her daughter's room secretly and strangled her. When the infant's death was discovered, the empress was blamed and sent away. Gaozong made Wu Zhao his empress in 655.

Wu's drive for power was not finished, however. She managed to transfer or reduce the power of officials who did not back her. As Gaozong grew older and weaker, she took increasing control. By 674, she took the title Heavenly Empress, matching her husband's title of Heavenly Emperor. She also instituted a shrewd set of reforms aimed at gaining support for herself. She cut taxes, raised the salaries of government officials, reduced expensive military

operations, and both reformed the government and permitted criticism of it.

In the next few years, the eldest son she bore with Gaozong died mysteriously. It is believed that Wu had a hand in her son's death, since the two disagreed frequently. A few years later, she had their second son sent into exile. In 683, Gaozong died, and another son replaced him. When he tried to act independently, Wu solved the problem. She threw that son off the throne and put another son in his place.

In 686, opposition to her rule produced a rebellion. However, Wu's soldiers defeated the rebels, and she began a careful campaign to formally seize the royal seat. First, she tried to win popularity by increasing aid to the poor and by removing corrupt government officials. Second, she had a stone planted in a river inscribed with the words quoted above. That stone was accidentally "discovered" and then revealed. She also caused a fake Buddhist scripture to be discovered—one that predicted that a female god would appear to become the greatest ruler in the world. Finally, she may have caused three petitions to be signed, one with 60,000 signatures, that begged her to assume the throne. In 690, she agreed and became the first Chinese empress.

For the next 15 years, Wu Zhao ruled successfully. Her reign was filled with economic development and the entry of many brilliant men into an honest and efficient government. Nevertheless, rule by a woman was wrong in Confucian teaching. When she died and was buried, tradition was broken. No words were carved onto the monument marking her tomb.

**Questions**

1. **Making Inferences** What does the story about taming the horse reveal about Wu's character?
2. **Clarifying** Describe two methods Wu used to gain power.
3. **Evaluating Courses of Action** What did Wu do to make it appear she had a right to the throne? Why did she take those steps?



**CHAPTER**  
**12****HISTORYMAKERS****Kublai Khan***Balancing Mongol and Chinese Ideas***Section 3**

*"I have heard that one can conquer the empire on horseback, but one cannot govern it on horseback."—Chinese adviser to Kublai Khan*

A fearless warrior and wise leader, Kublai Khan ruled over the Mongol Empire for many years. Kublai was born and trained in the Mongol tradition, but he came to accept many practices and ideas of his adopted home in China. Throughout his life, he tried to balance these two cultures.

Kublai was born in 1215 to Tolui, a son of Genghis Khan, and Sorghaghtani Beki, a noblewoman. Because Tolui was often away fighting wars, Kublai spent most of his childhood with his mother. According to a Persian historian, she was "extremely intelligent and able and towered above all women in the world." She was a Christian, and he learned religious tolerance from her. She was also proud and tough-minded. When Genghis Khan died, and her husband was passed over as his successor, she was determined that her four sons would never suffer that fate. Indeed, all four came to rule different parts of the Mongol Empire.

Kublai grew up to be an able Mongol warrior. He was known for both his skill as a horseman and his great courage. In 1251, his older brother became the ruler, or the Great Khan, of Mongol China. As a result, Kublai led his armies there and experienced his first major success. Following the teachings of his mother, he tolerated all religions in the area, helping to win acceptance of Mongol rule by the Chinese. Also, recognizing that his Mongol followers were better suited to conquer than to rule, he relied on Chinese advisers to help him govern.

Success in North China led to greater power. During this time, Kublai also built his famous and luxurious summer palace in Shangdu. By designing the palace in the Chinese style, he showed his subjects that he was adopting Chinese culture.

In 1259, Kublai led one of three Mongol armies into southern China. During the fighting, the Great Khan was killed, and Kublai made a claim to the throne. So did another brother, though, and many Mongols supported that brother. They felt that Kublai was abandoning the old Mongol ways and becoming too Chinese. In the resulting civil war, Kublai emerged victorious but was plagued by

challenges from conservative Mongol leaders throughout his reign.

To win their allegiance, Kublai continued the Mongol policy of conquest. His armies won control of southern China, ending the Song Dynasty, in part because he used artillery operated by two Muslim engineers. He also won control of Burma and present-day Vietnam. These successes gained him the support he needed. He did not lose that backing despite suffering disappointment in his attempt to conquer Korea and Japan.

In running his empire, Kublai tried to balance Mongol and Chinese cultures. He adopted the Chinese system of government, had his children given a Chinese education, and even moved the capital from Mongolia to China. However, he imposed a four-level structure on society that put the Mongols at the top and the Chinese at the bottom. He also made sure that top-level government posts were reserved for Mongols or other peoples and not the Chinese.

On the other hand, he took steps to promote the Chinese economy. He created an agency of the government to help farmers learn how to increase their crop production. In addition, he extended the Grand Canal, which made it easier to transport food. Finally, he promoted trade, an activity that traditional Chinese emperors had looked down upon.

Kublai's last years were sad, however. The failures in Japan proved costly, and his monetary policy hurt the Chinese economy. The deaths of his wife and son also took their toll. He died in 1294, having lost his energy and his role in ruling his empire.

**Questions**

1. **Recognizing Effects** How did Kublai Khan's mother influence him?
2. **Making Inferences** How did Kublai Khan's actions reflect the advice of his Chinese adviser?
3. **Drawing Conclusions** How successful was Kublai Khan in trying to balance Mongol and Chinese ideas? Explain.

**CHAPTER**  
**12**  
**Section 1**

**CONNECTIONS ACROSS TIME AND CULTURES**

*Two Golden Ages:  
Greece and China*

**THEMATIC CONNECTION:**  
**POWER AND AUTHORITY**

*Under the Tang and Song dynasties, China experienced a golden age during which it was the most powerful and culturally advanced country in the world. In Chapter 5, you learned about Greece's golden age. What conclusions can you make about "golden ages" by comparing the two cultures? Begin by answering the questions that follow.*

1. During their golden age, Greeks invented drama and the theater, and they created classical works of art such as the Parthenon and the statue of Athena. What were some of the literary and artistic achievements of the Tang and Song dynasties? \_\_\_\_\_  
\_\_\_\_\_
2. During a golden age, learning, innovation, and technology often reach new heights. In Greece, great thinkers called philosophers sought truth and wisdom and laid the foundations of logic and the scientific method. Who were the scholars in Chinese society? What were some technological innovations of China's golden age? \_\_\_\_\_  
\_\_\_\_\_
3. Democratic principles flourished during the golden age of Greece. Athens created a direct democracy in which citizens ruled directly, not through representatives. How would you characterize the central government of China under the Tang and Song dynasties? \_\_\_\_\_  
\_\_\_\_\_
4. During its golden age, a strong navy made Athens prosperous through expansion of trade in the Mediterranean. What were the economic achievements of the two great dynasties in China? \_\_\_\_\_  
\_\_\_\_\_
5. What economic, political, and social conditions do you think make possible an empire's "golden age"? \_\_\_\_\_  
\_\_\_\_\_



**CHAPTER**  
**12****Section 1****RETEACHING ACTIVITY***Tang and Song China*

**Determining Main Ideas** The following questions deal with the Tang and Song dynasties in China. Answer them in the space provided.

1. How did Tang rulers change the Chinese empire?

\_\_\_\_\_

2. What were some of the technological innovations in China during the Tang and Song dynasties?

\_\_\_\_\_

3. How did the new gentry class in this period of social changes attain their status?

\_\_\_\_\_

4. Why was woman's work considered more important in peasant families?

\_\_\_\_\_

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                  |                 |
|--------------------------------------------------------------------------------------------------|-----------------|
| _____ 5. the emperor of China from 626 to 649 whose armies expanded the empire                   | a. gentry       |
| _____ 6. a large upper class made up of scholar-officials and their families                     | b. Wu Zhao      |
| _____ 7. a system of treatment that involves inserting needles into the body at specific points  | c. acupuncture  |
| _____ 8. the only woman in China to assume the title of emperor in 690                           | d. movable type |
| _____ 9. individual blocks of characters put into a frame to be used to make a page for printing | e. Tang Taizong |
| _____ 10. a major cultural export of the Chinese that spread to Vietnam, Korea, and Japan        | f. Buddhism     |

**CHAPTER**  
**12****Section 2****RETEACHING ACTIVITY***The Mongol Conquests*

**Determining Main Ideas** The following questions deal with the development of the Mongol empire. Answer them in the space provided.

1. What made Genghis Khan a great conqueror?

\_\_\_\_\_

2. What led to the split of the Mongol empire?

\_\_\_\_\_

3. What things did the Mongol people pride themselves on?

\_\_\_\_\_

4. Why is the period between the mid-1200s to the mid-1300s called the Mongol Peace?

\_\_\_\_\_

**Determining Main Ideas** Write your answers in the blanks provided.

5. Nomadic peoples who herded domesticated animals: \_\_\_\_\_

6. A Mongol clan leader who wanted to unify the Mongols under his leadership and accepted the title of “universal ruler” of the Mongols: \_\_\_\_\_

7. A period in Mongol history in which the Mongols imposed law and order across Eurasia:

\_\_\_\_\_

8. Members of a group who traveled together and were descended from a common ancestor:

\_\_\_\_\_

9. The four regions of the Mongol empire: \_\_\_\_\_

\_\_\_\_\_

10. A vast area of dry grassland stretching across Eurasia: \_\_\_\_\_

CHAPTER

12

RETEACHING ACTIVITY

The Mongol Empire

Section 3

**Determining Main Ideas** Complete the chart below by listing details of Kublai Khan’s impact on East Asia.

| Kublai Khan’s Rule in East Asia     |                             |
|-------------------------------------|-----------------------------|
| Political Impact of Kublai’s Rule   | <div>1.</div> <div>2.</div> |
| Economic Impact of Kublai’s Rule    | <div>3.</div> <div>4.</div> |
| Territorial Impact of Kublai’s Rule | <div>5.</div> <div>6.</div> |

**CHAPTER**  
**12****Section 4****RETEACHING ACTIVITY***Feudal Powers in Japan*

**Determining Main Ideas** Write your answers in the blanks provided.

1. The name Japan comes from the Chinese word *ri-ben*, meaning

\_\_\_\_\_

2. How did Chinese culture spread to Japan?

\_\_\_\_\_

3. The Samurai warriors' unwritten code that stressed honor, bravery, and loyalty was called

\_\_\_\_\_

4. What led to the decline of central power in Japan?

\_\_\_\_\_

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- \_\_\_\_\_ 5. Japan's earliest religion formed from the customs and beliefs of Japan's early clans

a. *kami*

- \_\_\_\_\_ 6. an unwritten code of behavior meaning "the way of the warrior"

b. samurai

c. Bushido

- \_\_\_\_\_ 7. members of Japan's warrior class who first protected aristocratic landowners, then later fought at the national level

d. shogun

e. Shinto

- \_\_\_\_\_ 8. the "supreme general of the emperor's army" who had the powers of a military dictator

f. archipelago

- \_\_\_\_\_ 9. divine spirits that dwelled in nature

- \_\_\_\_\_ 10. another word for the 4,000 islands that make up Japan

CHAPTER  
**12**  
Section 5

RETEACHING ACTIVITY

# *Kingdoms of Southeast Asia and Korea*

**Determining Main Ideas** The following questions deal with the kingdoms of Southeast Asia and Korea. Answer them in the space provided.

1. What has been the key to political power in Southeast Asia and why?  
\_\_\_\_\_
2. How did the Srivijaya Empire gain capital?  
\_\_\_\_\_
3. How did the Korean legend about its founder, Tan'gun, show the two sides of Korean culture?  
\_\_\_\_\_
4. Why did Korea develop in isolation from neighboring countries?  
\_\_\_\_\_

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                         |                  |
|-------------------------------------------------------------------------------------------------------------------------|------------------|
| _____ 5. this empire, located in what is now Cambodia, prospered by improving rice cultivation                          | a. Sunda Strait  |
| _____ 6. Wang Kon defeated the Silla kingdom and created this dynasty, which later modeled its government after China's | b. Vietnamese    |
| _____ 7. the Strait of Malacca and this strait connect the Indian Ocean and the South China Sea                         | c. Angkor Wat    |
| _____ 8. group least influenced by India                                                                                | d. World War II  |
| _____ 9. a city-and-temple complex built by Khmer rulers in the empire's capital                                        | e. Koryu Dynasty |
| _____ 10. war that split the country of Korea into two halves with opposing viewpoints                                  | f. Khmer Empire  |

**CHAPTER**  
**13**

## Section 1

## GUIDED READING

*Charlemagne Unites  
Germanic Kingdoms*

**A. Recognizing Main Ideas** As you read this section, take notes to answer questions about the unification of western Europe after the fall of the Roman Empire.

**Between 400 and 600, small Germanic kingdoms replaced Roman provinces.**

1. What role did the Church play in helping Clovis conquer other Germanic peoples?

2. What role did Pope Gregory the Great play in spreading the idea of a vast unified kingdom?

**Clovis's successors extended Frankish rule.**

3. What was important about Charles Martel's victory at the Battle of Tours?

4. How did Pepin the Short strengthen the Frankish kingdom?

**Charlemagne reunited western Europe and spread Christianity throughout his lands.**

5. What was the importance of Charlemagne's coronation as emperor?

6. How did Charlemagne govern his unified kingdom?

**B. Using Context Clues** On the back of this paper, define **Middle Ages**, **monastery**, and **secular**.

**CHAPTER**  
**13****Section 2****GUIDED READING** *Feudalism in Europe*

**A. Summarizing Written Texts** As you read about the development of feudalism in Europe, fill out the charts by writing notes in the appropriate spaces.

| Social Structure of Feudalism                                             |  |
|---------------------------------------------------------------------------|--|
| 1. Explain the mutual obligations of the feudal system.                   |  |
| 2. Explain why the feudal system often resulted in complicated alliances. |  |
| 3. Describe feudal social classes.                                        |  |

| Economic Structure of Feudalism                                                  |  |
|----------------------------------------------------------------------------------|--|
| 4. Explain the mutual obligations between lord and serfs under the manor system. |  |
| 5. Explain why the serfs rarely had to leave their manor.                        |  |
| 6. Explain why the serfs accepted their economic hardships.                      |  |

**B. Perceiving Relationships** On the back of this paper, define **vassal**, **fief**, **serf**, **manor**, and **tithe** and explain how each was related to feudalism.

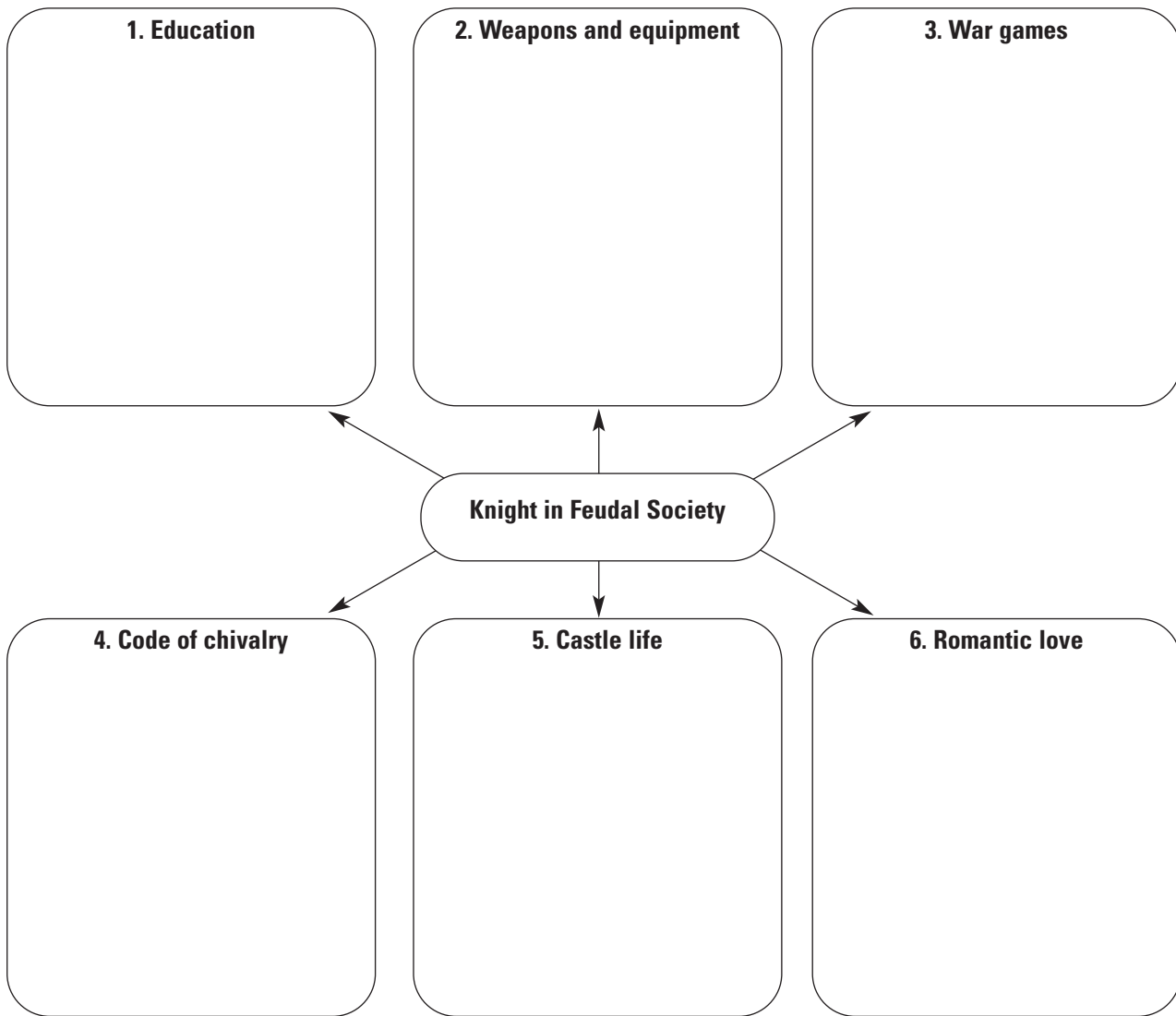


CHAPTER  
**13**

GUIDED READING *The Age of Chivalry*

Section 3

**A. Identifying Supporting Details** As you read about knighthood and chivalry, take notes to fill in the web diagram below.



**B. Using Context Clues** Define the terms **chivalry**, **tournament**, and **troubadour**.

CHAPTER  
**13**

Section 4

GUIDED READING *The Power of the Church*

**A. Perceiving Cause and Effect** As you read about the clashes between the Church and European rulers, note the causes and outcomes of each action listed in the chart.

| Causes | Actions                                                 | Outcomes |
|--------|---------------------------------------------------------|----------|
|        | 1. Otto invades Italy on pope's behalf.                 |          |
|        | 2. Pope Gregory bans lay investiture.                   |          |
|        | 3. Henry IV travels to Canossa.                         |          |
|        | 4. Representatives of Church and emperor meet in Worms. |          |
|        | 5. Lombard League fights Battle of Legnano.             |          |

**B. Recognizing Main Ideas** Identify the **Holy Roman Empire** and explain how the name originated.

**C. Writing Informative Compositions** On the back of this paper, explain how the Church was a unifying force in medieval society. Use the following terms in your writing.

clergy

sacrament

canon law



**BUILDING VOCABULARY**

# European Middle Ages

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                             |                                                                                                            |
|-----------------------------|------------------------------------------------------------------------------------------------------------|
| ____ 1. Middle Ages         | a. worldly                                                                                                 |
| ____ 2. Franks              | b. Christian religious community in which members devote their lives to God                                |
| ____ 3. monastery           | c. family that ruled the Franks from 751 to 987 and built an empire in western Europe                      |
| ____ 4. secular             | d. a German people who held power in Gaul in the 500s                                                      |
| ____ 5. Carolingian Dynasty | e. important Christian religious rite that paved the way for achieving salvation                           |
| ____ 6. Charlemagne         | f. ruler in the Carolingian Dynasty who reunited western Europe and spread Christianity through the region |
| ____ 7. sacrament           | g. German-Italian empire that was the strongest state in Europe from 962 to about 1100                     |
| ____ 8. Holy Roman Empire   | h. period of time in European history from about 500 to 1500                                               |

**B. Completion** Select the term or name that best completes the sentence.

|                 |        |           |        |
|-----------------|--------|-----------|--------|
| fief            | vassal | canon law | tithe  |
| lay investiture | serf   | manor     | clergy |

- In the Middle Ages, a \_\_\_\_\_ was a lord's estate.
- A person who received land from a lord was called a \_\_\_\_\_.
- A \_\_\_\_\_ was a peasant, or worker, who was bound to the land.
- Peasant families paid the village priest a church tax called a \_\_\_\_\_, which amounted to one-tenth of their income.
- A \_\_\_\_\_ was land granted by a lord in exchange for military protection and other services.
- In a ceremony called \_\_\_\_\_, kings or nobles appointed church officials.

**C. Writing** Write a short letter from a medieval knight to his chosen lady using the following terms.

lord      knight      chivalry      tournament      troubadour

CHAPTER  
**13**

Section 3

SKILLBUILDER PRACTICE *Comparing*

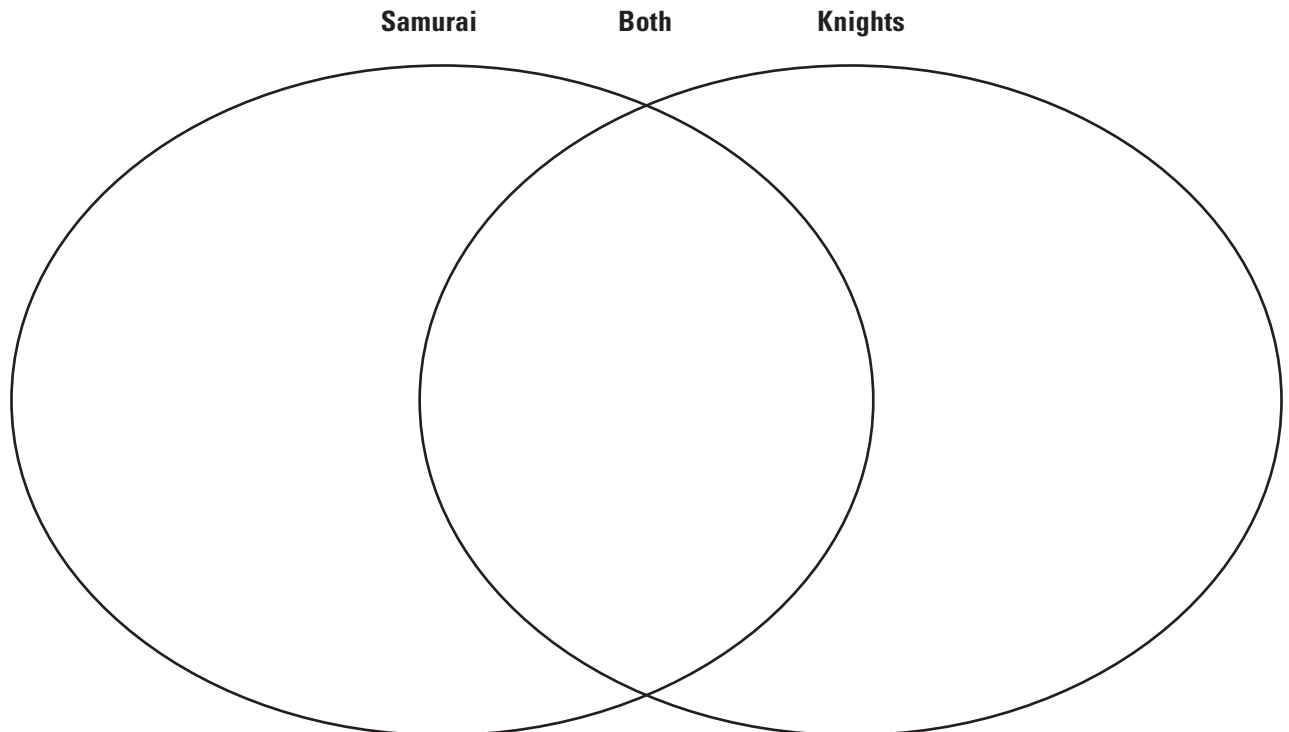
*When you compare two or more things, you look for the similarities and differences between or among them. Although separated geographically and culturally, Japan and Europe had similar feudal systems. Read the passages below and then fill in the Venn diagram to compare the role of samurai and knights in the two feudal societies. (See Skillbuilder Handbook)*

**Japan** Between 1000 and 1200, Japan developed a feudal system in which landowners assumed the roles of independent local rulers. Lesser lords pledged to fight for greater lords in exchange for protection. Each lord surrounded himself with a bodyguard of elite warriors called samurai who lived according to a harsh code called Bushido. A samurai's honor was constantly on the line. He had to prove his absolute courage and loyalty in defense of his lord, who rewarded him with an allowance.

A samurai's uniform was one of the most elaborate costumes ever worn. It consisted of leather shinguards and thigh guards, baggy pantaloons, a kimono, metal-cased shoulder guards, a chest protector, an iron collar and facemask, and a visored helmet. The samurai trained himself to get into this outfit within a minute. A samurai's most essential weapon was his sword.

**Europe** Every local lord had a force of knights ready to defend the land against foreign invaders and neighboring lords. From each of the knights, a lord could demand about 40 days of combat on horseback every year. The skillful use of weapons took training and practice and knights became specialists in war. In the early days of the Middle Ages, little was asked of a knight other than courage in battle and loyalty to his lord in return for land. Later, knights were expected to live up to a code of chivalry, a complex set of ideals.

The education of a knight began at age seven when his parents sent him off to the castle of another lord. There the young nobleman learned manners and how to fence and hunt. At age 14, he became a squire, helping the knight with his armor and weapons and practicing his skills with sword and lance on horseback. At age 21, he became a full-fledged knight.



## CHAPTER

## 13

## GEOGRAPHY APPLICATION: PLACE

*Feudal Europe's Religious Influences*

## Section 4

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

The influence of the Latin Church—the Roman Catholic Church—grew in western Europe after 800. By 1000, at the end of the age of invasions, the Church's vision of a spiritual kingdom in feudal Europe was nearly realized.

A sign of the spread of Roman Christianity in western Europe was the increased presence of churches. The population of the continent was increasing rapidly—from around 14 million in 600 to 22 million in 950—and the need to accommodate all the new faithful caused a boom in religious buildings.

It was an era of new Roman Christian states. By 966 much of the Polish region had sided with Rome,

as did that of Hungary around 986. Large sections of Scandinavia adopted the Latin Church by 1000. In the fifth century, Ireland became the “island of saints.” Then, between 500 and 900, Ireland helped bring England under the influence of Roman Christianity.

However, in 988, in far eastern Europe, the prince of Kiev received baptism from the Eastern Orthodox, or Byzantine, Church, as regions to the south had done in the eighth century. Disputes between the two wings of Christianity—headed by Constantinople and Rome—would soon separate the two forever.



**Interpreting Text and Visuals**

1. What two forms of Christianity were found in Europe in 1000? \_\_\_\_\_  
\_\_\_\_\_
2. What surrounds most of the northern section of Eastern Orthodox land? \_\_\_\_\_
3. Which cities were the leaders of the two Christian religions? \_\_\_\_\_  
\_\_\_\_\_
4. What was the main religion of southern Spain? \_\_\_\_\_
5. What nine full or partial political divisions made up the Latin Church around 1000? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What areas of the Latin Church were bordered by pagan lands? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What body of water touched Latin, Eastern Orthodox, and pagan lands? \_\_\_\_\_
8. Look carefully at the map. In what place would you anticipate a major effort by the Latin Church to expand its influence? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**13****Section 2****PRIMARY SOURCE**

# The Duties of Lords and Vassals

## Letter from Bishop Fulbert

*In the year 1020, Bishop Fulbert of Chartres wrote this letter to William, Duke of Aquitaine, in southern France. The letter is the earliest surviving document explaining the bond between lords and vassals. As you read, think about how lords and vassals were supposed to act toward one another.*

To William, most illustrious duke of the Aquitanians, Bishop Fulbert, the favor of his prayers:

Requested to write something regarding the character of fealty, I have set down briefly for you, on the authority of the books, the following things. He who takes the oath of fealty [faithfulness] to his lord ought always to keep in mind these six things: what is harmless, safe, honorable, useful, easy, and practicable. Harmless, which means that he ought not to injure his lord in his body; safe, that he should not injure him by betraying his confidence or the defenses upon which he depends for security; honorable, that he should not injure him in his justice, or in other matters that relate to his honor; useful, that he should not injure him in his property; easy, that he should not make difficult that which his lord can do easily; and practicable, that he should not make impossible for the lord that which is possible.

However, while it is proper that the faithful vassal avoid these injuries, it is not for doing this alone that he deserves his holding; for it is not enough to refrain from wrongdoing, unless that which is good is done also. It remains, therefore, that in the same six things referred to above he should faithfully advise and aid his lord, if he wishes to be regarded as worthy of his benefice and to be safe concerning the fealty which he has sworn.

The lord also ought to act toward his faithful vassal in the same manner in all these things. And if he fails to do this, he will be rightfully regarded as guilty of bad faith, just as the former, if he should be found shirking, or willing to shirk, his obligations would be perfidious [treacherous] and perjured.

I should have written to you at greater length had I not been busy with many other matters, including the rebuilding of our city and church, which were recently completely destroyed by a terrible fire. Though for a time we could not think of anything but this disaster, yet now, by the hope of God's comfort, and of yours also, we breathe more freely again.

*from F.A. Ogg, ed., A Source Book of Medieval History (New York: American Book Company, 1907), 220–221.  
Reprinted in David Herlihy, ed., The History of Feudalism (New York: Walker and Company, 1970), 97.*

## Discussion Questions

### Determining Main Ideas

1. What were the six things that a faithful vassal should have always kept in mind?
2. What was a vassal expected to do besides avoid injurious behavior?
3. **Making Inferences** According to this letter, what formed the basis of the bond between a lord and his vassals?



CHAPTER  
**13**

## Section 3

**PRIMARY SOURCE** *from The Art of Courtly Love*  
by Andreas Cappellanus

*In the early 12th century, nobles celebrated courtly love, an ideal form of spiritual love in which a knight or courtier completely devoted himself to a noblewoman. Andreas Capellanus, a member of the clergy who served Marie of Champagne, wrote The Art of Courtly Love in about 1174. His manual included the following rules. Which rules do you think might apply to love in today's world?*

These are the rules.

- I. Marriage is no real excuse for not loving.
- II. He who is not jealous cannot love.
- III. No one can be bound by a double love.
- IV. It is well known that love is always increasing or decreasing.
- V. That which a lover takes against his will of his beloved has no relish.
- VI. Boys do not love until they arrive at the age of maturity.
- VII. When one lover dies, a widowhood of two years is required of the survivor.
- VIII. No one should be deprived of love without the very best of reasons.
- IX. No one can love unless he is impelled by the persuasion of love.
- X. Love is always a stranger in the home of avarice.
- XI. It is not proper to love any woman whom one should be ashamed to seek to marry.
- XII. A true lover does not desire to embrace in love anyone except his beloved.
- XIII. When made public love rarely endures.
- XIV. The easy attainment of love makes it of little value; difficulty of attainment makes it prized.
- XV. Every lover regularly turns pale in the presence of his beloved.
- XVI. When a lover suddenly catches sight of his beloved his heart palpitates.
- XVII. A new love puts to flight an old one.
- XVIII. Good character alone makes any man worthy of love.
- XIX. If love diminishes, it quickly fails and rarely revives.
- XX. A man in love is always apprehensive.
- XXI. Real jealousy always increases the feeling of love.
- XXII. Jealousy, and therefore love, are increased when one suspects his beloved.

- XXIII. He whom the thought of love vexes, eats and sleeps very little.
- XXIV. Every act of a lover ends in the thought of his beloved.
- XXV. A true lover considers nothing good except what he thinks will please his beloved.
- XXVI. Love can deny nothing to love.
- XXVII. A lover can never have enough of the solaces of his beloved.
- XXVIII. A slight presumption causes a lover to suspect his beloved.
- XXIX. A man who is vexed by too much passion usually does not love.
- XXX. A true lover is constantly and without intermission possessed by the thought of his beloved.
- XXXI. Nothing forbids one woman being loved by two men or one man by two women.

*from Andreas Cappellanus, The Art of Courtly Love, edited by Frederick W. Lock, in The Milestones of Thought in the History of Ideas, edited by F. W. Strothman (New York: Frederick Ungar Publishing Co., 1957), 1–43. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. 1 (New York: HarperCollins, 1988), 182–183.*

## Research Option

**Creating Oral Presentations** Troubadours and trouvères were aristocratic poet-musicians of the medieval courts of France who wrote about courtly love. Work with a group of classmates to find a love poem by a troubadour or trouvère such as Bertran de Born, Arnaut Daniel, Bernard de Ventadour, Raimbaut de Vaqueiras, Blondel de Nesle, Guillaume d'Aquitaine, Thibaud de Blazon, or Chrétien de Troyes. Recite the poem for your class. Then discuss which rules of courtly love the poem reflects.

Excerpt from *The Art of Courtly Love* by Andreas Capellanus, edited by Frederick W. Lock. Copyright © 1957, 1985 by The Frederick Ungar Publishing Co. Used with the permission of The Continuum International Publishing Group.



## Section 4

## PRIMARY SOURCE

# Letters of Gregory VII and Henry IV

*In 1075 Pope Gregory VII became locked in a power struggle with Henry IV, the German emperor. First, the pope excommunicated five of Henry's advisers and suspended six bishops that Henry had appointed. Next, Henry defied the pope by continuing to communicate with his advisers and sending the six bishops to posts in Italy. Then the pope sent the following letter of protest to Henry. As you read the letters, think about why the two men opposed one another so bitterly.*

Gregory, bishop, servant of the servants of God, to Henry, the King, greeting and apostolic benediction,—that is, if he be obedient to the apostolic see as is becoming in a Christian king:

It is with some hesitation that we have sent you our apostolic benediction, knowing that for all our acts as pope we must render an account to God, the severe judge. It is reported that you have willingly associated with men who have been excommunicated by decree of the Pope and sentence of a synod. If this be true, you are very well aware that you can receive the blessing neither of God nor of the Pope until you have driven them from you and have compelled them to do penance, and have also yourself sought absolution and forgiveness for your transgressions with due repentance and good works. Therefore we advise you that, if you realize your guilt in this matter, you immediately confess to some pious bishop, who shall absolve you with our permission. . . .

We wonder, moreover, that you should continue to assure us by letter and messengers of your devotion and humility; . . . and that you should commend yourself to us with all zeal of love and reverence—whereas in fact you are constantly disobeying the canonical and apostolic decrees in important matters of the faith. . . .

Now in the synod held at the apostolic seat to which the divine will has called us (at which some of your subjects also were present) we, seeing that the Christian religion had been weakened by many attacks, . . . were alarmed at the evident danger of the destruction of the flock of the Lord, and had recourse to the decrees and the doctrine of the holy fathers. We decreed nothing new, nothing of our invention; but we decided that the error should be abandoned and the single primitive rule of ecclesiastical discipline and the familiar way of the saints should be again sought out and followed. . . .

Nevertheless, that this decree may not seem to you beyond measure grievous and unjust, we have commanded you by your faithful ambassadors to send to us the wisest and most pious men whom you can find in your kingdom, so that if they can show or instruct us in any way how we can temper the sentence promulgated by the holy fathers without offense to the eternal King or danger to our souls, we may consider their advice. But, even if we had not warned you in so friendly a manner, it would have been only right on your part, before you violated the apostolic decrees, to ask justice of us in a reasonable manner. . . . But from what you have since done and decreed it is evident how little you care for our warnings, or for the observance of justice.

But since we hope that, while the long-suffering patience of God still invites you to repent, you may become wiser and your heart may be turned to obey the commands of God, we warn you with fatherly love that, knowing the rule of Christ to be over you, you should consider how dangerous it is to place your honor above His. . . . [R]ather with faithful devotion you should offer your assistance to the increasing of this liberty to omnipotent God and St. Peter. . . . You ought to recognize what you undoubtedly owe to them for giving you victory over your enemies, that as they have gladdened you with great prosperity, so they should see that you are thereby rendered more devout. And in order that the fear of God, in whose hands is all power and all rule, may affect your heart more than these our warnings, you should recall what happened to Saul, when, after winning the victory which he gained by the will of the prophet, he glorified himself in his triumph and did not obey the warnings of the prophet, and how God reproved him; and, on the other hand, what grace King David acquired by reason of his humility, as well as his other virtues.

### Henry IV's Reply

Henry, king not by usurpation, but by the holy ordination of God, to Hildebrand, not pope, but false monk. This is the salutation which you deserve, for you have never held any office in the Church without making it a source of confusion and a curse to Christian men, instead of an honor and a blessing. To mention only the most obvious cases out of many, you have not only dared to lay hands on the Lord's anointed, the archbishops, bishops, and priests, but you have scorned them and abused them, as if they were ignorant servants not fit to know what their master was doing. This you have done to gain favor with the vulgar crowd. You have declared that the bishops know nothing and that you know everything; but if you have such great wisdom you have used it not to build but to destroy. Therefore we believe that St. Gregory, whose name you have presumed to take, had you in mind when he said: "The heart of the prelate is puffed up by the abundance of subjects, and he thinks himself more powerful than all others." All this we have endured because of our respect for the papal office, but you have mistaken our humility for fear, and have dared to make an attack upon the royal and imperial authority which we received from God. You have even threatened to take it away, as if we had received it from you, and as if the Empire and kingdom were in your disposal and not in the disposal of God. Our Lord Jesus Christ has called us to the government of the Empire, but He never called you to the rule of the Church. This is the way you have gained advancement in the Church: through craft you have obtained wealth; through wealth you have obtained favor; through favor, the power of the sword; and through the power of the sword, the papal seat, which is the seat of peace; and then from the seat of peace you have expelled peace. For you have incited subjects to rebel against their prelates by teaching them to despise the bishops, their rightful rulers. You have given to laymen the authority over priests, whereby they condemn and depose those whom the bishops have put over them to teach them. You have attacked me, who, unworthy as I

***"Come down, come down, and be accursed through all the ages."***

am, have yet been anointed to rule among the anointed of God, and who, according to the teaching of the fathers, can be judged by no one save God alone, and can be deposed for no crime except infidelity. For the holy fathers in the time of the apostate Julian [Roman Emperor 361–363] did not presume to pronounce sentence of deposition against him, but left him to be judged and condemned by God. St. Peter himself said, "Fear God, honor the king." But you, who fear not God, have dishonored me, whom He hath established. St. Paul, who said that even an angel from heaven should be accursed who taught any other than the true doctrine, did not make an exception in your favor, to permit you to teach false doctrines. For he says, "But though we, or an angel from heaven,

preach any other gospel unto you than that which we have preached unto you, let him be accursed."

Come down, then, from that apostolic seat which you have obtained by violence; for you have been declared accursed by St. Paul for your false doctrines, and have been condemned by us and our bishops for your evil rule. Let another ascend the throne of St.

Peter, one who will not use religion as a cloak of violence, but will teach the life giving doctrine of that prince of the apostles. I, Henry, king by the grace of God, with all my bishops, say unto you: "Come down, come down, and be accursed through all the ages."

from Milton Viorst, *The Great Documents of Western Civilization* (New York: Bantam, 1965), 43–49.

### Activity Options

1. **Analyzing Causes and Recognizing Effects** Draw a cause-and-effect diagram to illustrate what happened after Henry IV first defied Pope Gregory VII.
2. **Analyzing Motives** With a partner, role-play a conversation between Pope Gregory VII and Henry IV in which you air your differences of opinion.

CHAPTER  
**13**

## Section 3

LITERATURE SELECTION *from The Song of Roland*

The Song of Roland, one of the earliest medieval epic poems, was written in France in about 1100. The poem is based on an incident during Charlemagne's wars against Muslims in Spain. Charlemagne puts his nephew, Count Roland, in charge of the rearguard as French knights retreat. The rearguard is attacked by a much larger Arab army, and Roland waits too long to summon Charlemagne's help. In what ways does this poem excerpt reflect the age of chivalry?

It is the end of day, and full of light,  
Arms and armor are ablaze in the sun,  
and fire flashes from hauberks and helmets,  
and from those shields, painted fair with flowers,  
and from those lances, those gold-dressed gon-  
falons.

The Emperor rides on in rage and sorrow,  
the men of France indignant and full of grief.  
There is no man of them who does not weep,  
they are in fear for the life of Roland. . . .

High are the hills, and tenebrous, and vast,  
the valleys deep, the raging waters swift;  
to the rear, to the front, the trumpets sound:  
they answer the lone voice of the olifant.  
The Emperor rides on, rides on in fury,  
the men of France in grief and indignation.  
There is no man who does not weep and wail,  
and they pray God: protect the life of Roland  
till they come, one great host, into the field  
and fight at Roland's side like true men all.  
What does it matter what they pray? It does no  
good.

They are too late, they cannot come in time.  
King Charles the Great rides on, a man in  
wrath,

his great white beard spread out [defiantly]  
upon his hauberk.

All the barons of France ride spurring hard,  
there is no man who does not wail, furious  
not to be with Roland, the captain count,  
who stands and fights the Saracens of Spain,  
so set upon, I cannot think his soul abides.  
God! those sixty men who stand with him, what  
men!

No king, no captain ever stood with better.  
Roland looks up on the mountains and slopes,  
sees the French dead, so many good men fallen,

and weeps for them, as a great warrior weeps:  
"Barons, my lords, may God give you his grace,  
may he grant Paradise to all your souls,  
make them lie down among the holy flowers.  
I never saw better vassals than you.  
All the years you've served me, and all the  
times,  
the mighty lands you conquered for Charles our  
King!

The Emperor raised you for this terrible hour!  
Land of France, how sweet you are, native land,  
laid waste this day, ravaged, made a desert.  
Barons of France, I see you die for me,  
and I, your lord—I cannot protect you.  
May God come to your aid, that God who never  
failed.

Oliver, brother, now I will not fail you.  
I will die here—of grief, if no man kills me.  
Lord, Companion, let us return and fight."

*from Frederick Goldin, trans., The Song of Roland (W.W. Norton & Company, Inc.). Reprinted in Norman F. Cantor, ed., The Medieval Reader (New York: HarperPerennial, 1994).*

## Research Options

1. **Using Research in Writing** *The Song of Roland* is a type of medieval epic poem known as a *chanson de geste*, or song of exploits. Research *chansons de geste* and then write a brief summary. Share your findings with classmates.
2. **Determining Word Meaning** Use a dictionary to define *hauberks*, *lances*, and *gonfalons*. Then use these definitions and details in the poem to visualize how medieval French knights dressed. Draw a labeled diagram and display it in the classroom.

Excerpt from *The Song of Roland*, translated by Frederick Goldin. Copyright © 1978 by W. W. Norton & Company, Inc. Used by permission of W. W. Norton & Company, Inc.



**CHAPTER**  
**13****Section 1****HISTORYMAKERS****Charlemagne**  
*Legendary King*

*"Charles was large and strong, and of lofty stature . . . his appearance was always stately and dignified . . . His gait was firm, his whole carriage manly. . . ."*  
—Einhard, *Life of Charlemagne* (829–836)

In a time of chaos, one ruler arose to unite most of the western regions of the fallen Roman Empire. That ruler was Charles, king of the Franks. While the unity he forged soon gave way to chaos after his death, he lived on as a legendary figure. He captivated the medieval mind as the strong Christian emperor Charles the Great, or Charlemagne.

As a young man, Charlemagne was taught at the palace school by the local abbot. He also learned the arts of war from his father, Pepin the Short, during an invasion of northern Italy. Charles grew to be tall and strong, reaching six feet four inches. His great size contributed to his legend. Surely, it was believed, this man who towered over all others was special.

In 768, Pepin died, and Charlemagne and his brother Carloman inherited the kingdom. Though older, Charlemagne received the smaller share. The reason may have been one of birth. Carloman was born after their parents had been married whereas Charlemagne had been born before. This division sparked a conflict that intensified when Carloman refused to give Charlemagne help in a military campaign. Then in 771, Carloman unexpectedly died, and Charlemagne became sole ruler.

Charlemagne's conquests were extensive. When northern Italy caused trouble for the pope, Charles invaded and conquered the area. He was now king of the Lombards as well as the Franks. He fought for many years in Germany until he finally defeated the Saxons. He also drove the Avars out of the upper Danube River valley. This would eventually open the settlement of Eastern Europe by Germans. His advances were checked only in Spain. Yet defeat there became the source of one of the great medieval epic poems, *The Song of Roland*, which helped perpetuate his legend.

Charlemagne traveled widely throughout his realm, seeking to impress his subjects with his awesome presence. He also wanted to watch over the nobles so they could not increase their own power. When he was angry, he was ruthless. After many rebellions by the Saxons, he ordered 4,500 of them put to death in a single day.

In addition to expanding his area of political control, Charlemagne enlarged the Christian areas. He conquered the Saxons to bring them to Christianity. He built many churches and sponsored learning. His conquests also helped fund these pursuits. Defeat of the Avars yielded 15 wagons filled with gold, for instance.

Charlemagne also built a huge and impressive palace at his capital of Aix-la-Chapelle, which is located in present-day Aachen, Germany. The chapel there was modeled after a church built by a Byzantine emperor in Italy. With this, Charlemagne probably revealed his true wish: to be seen as the heir to the Roman Empire. He made a giant stride toward that goal on Christmas Day, 800, when Pope Leo III crowned him Holy Roman Emperor. The historian Einhard later wrote that Charlemagne was at first ". . . so much opposed to this that . . . he would not have entered the Church if he had known beforehand of the Pope's intention." Some historians think that Charlemagne objected to his coronation because he thought it placed the pope in a higher position than the king. Nevertheless, Charlemagne accepted the title and began communicating with the Byzantine emperor as an equal.

Charlemagne earned his reputation as a military and political leader, a proponent of the Church, and a patron of learning. Charlemagne's coronation proved a symbol of great importance in European history. It clearly linked the emerging Europe to the glory of ancient Rome. Later, when German rulers hoped to establish their own right to rule, they called themselves Holy Roman Emperor to bask in the glory of the legendary king of the Franks.

**Questions**

1. **Drawing Conclusions** Why did Charlemagne's size enhance his image?
2. **Finding Main Ideas** How did Charlemagne improve the position of Christianity?
3. **Forming and Supporting Opinions** Why do you think Charlemagne opposed his coronation? Explain.

**CHAPTER**  
**13****HISTORYMAKERS****Leif Ericson***Leif the Lucky***Section 2**

*"[He was] tall and strong and very impressive in appearance. He was a shrewd man and always moderate in behavior."*—description of Leif Ericson in *The Saga of the Greenlanders* (c. 1200)

According to legend, Leif Ericson discovered America 500 years before Columbus and brought Christianity to the Vikings in Greenland. Modern historians say neither idea is true, though one of the legends has a germ of truth.

Leif Ericson was one of three sons of Eric the Red, who apparently had a violent temper. Eric was forced to leave his native Norway because he had committed some murders. He moved to Iceland, but again had to leave after he killed two men. After settling in yet another area of Iceland, he killed another man in another argument. This time his neighbors forced him to leave the island.

Having heard tales of a region to the west of Iceland, Eric sailed in that direction. He and his family reached Greenland in 982. The climate there was warmer than today and better than Iceland's. He found he could graze cattle year-round. The next year he returned to Iceland and told many Vikings of the virtues of this new area. Eric convinced the other Vikings, and they returned to Greenland where they formed three settlements.

One source of history about the Vikings is the sagas, or epic poems. In *Eric's Saga*, Leif sailed back from Greenland to Norway to meet King Olaf, a Christian. The saga then says that the king charged Leif with the task of converting the Vikings in Greenland. Leif accepted the challenge, but as he sailed for his father's home a fierce wind blew him off course. He was pushed across the Atlantic Ocean until he reached a rich land farther west. When a member of his crew found grapes growing in this beautiful land, Leif "the Lucky," as he was called, named his discovery Vinland, or Wine Land. He then returned to Greenland, told everyone of his discovery, and converted most of the Vikings to Christianity.

This legend includes some truth and much exaggeration. Leif was probably not the Viking who discovered North America, though he did sail there. He was also probably not the person who converted the Vikings to Christianity, though he may have been a Christian. *The Saga of the Greenlanders*, which is about 200 years older than *Eric's Saga*,

gives what appears to be a more accurate story.

Around 1000, a Viking named Bjarni Herjolfsson was blown off course while sailing to Greenland. The wind took his ship farther west, and he reached North America. When he returned to Greenland, his description of the pleasant land apparently caught the imagination of Leif.

Leif set off for this new place. He and his crew sailed down the coast of Greenland and turned west. They reached what may have been modern Baffin Island and turned south. They then sailed along the eastern fringes of what is now northern Canada until they finally touched ground at Newfoundland. Leif and his crew spent the winter there and returned to Greenland the next year.

Other Vikings later made efforts to settle the area. Leif's brother Thorvald sailed to the new place, but he was killed by a Native American. Another Viking, Thorfinn Karlsefni, tried to establish a colony in the new region. However, it lasted about three years until the hostility of the natives forced the Vikings to leave. Leif spent the remainder of his life in Greenland, where he died about 1020.

In the 1960s, archaeologists discovered the remains of a Viking community at a place called L'Anse-aux-Meadows in Newfoundland. In an attempt to try to establish the truth behind the stories of Leif, a Norwegian explorer began an investigation. He found that the foundations of a number of the buildings in Newfoundland greatly resembled Viking buildings in Greenland and Iceland. Nevertheless, the mystery of Leif Ericson continues.

**Questions**

1. **Determining Main Ideas** What made Greenland attractive to the Vikings?
2. **Developing Historical Perspective** Which version of the story of Leif Ericson is more accurate than the other? Explain.
3. **Drawing Conclusions** What physical evidence supports the saga's story of the Vikings in North America?

CHAPTER  
**13**

Section 3

CONNECTIONS ACROSS TIME AND CULTURES

# *Roles of Women*

THEMATIC CONNECTION:

POWER AND AUTHORITY

*In Unit 3, you have read about the status of women in Muslim, Chinese, and feudal European societies. Throughout history and into modern times, the roles and responsibilities of women in society have varied. To help you identify some reasons for the continuous shift in the status of women, answer the questions that follow.*

1. In Chapter 10, Section 1, you read that Muslim women had more rights than European women living in the same time period.
  - a. What rights did Muslim women have? \_\_\_\_\_
  - b. What were their responsibilities as women? \_\_\_\_\_
  - c. How did the religion of Islam affect the role of women in Muslim society? \_\_\_\_\_
2. In Chapter 12, Section 1, you read that prosperity in China during the Tang and Song periods transformed Chinese society. The status of Chinese women, who had always been subservient, declined even further.
  - a. What were the reasons for this decline? \_\_\_\_\_
  - b. How did the custom of foot-binding reflect the inferior status of women? \_\_\_\_\_
3. In feudal European society, there were well-defined social classes, and status determined a person's prestige and power.
  - a. How did the Church view women? \_\_\_\_\_
  - b. How were women viewed in the literature of chivalry? \_\_\_\_\_
  - c. Under the feudal system, how did the role of a noblewoman differ from that of the vast majority of women? \_\_\_\_\_
  - d. How did peasant women contribute to the well-being of their families? \_\_\_\_\_
4. In general, how would you characterize the status of women in the ancient and medieval societies you have studied? How would you characterize the role of women in modern-day societies? \_\_\_\_\_  
\_\_\_\_\_
5. What factors appear to have had the greatest influence on the rights and responsibilities of women in society? \_\_\_\_\_  
\_\_\_\_\_



**CHAPTER**  
**13****Section 3****SCIENCE & TECHNOLOGY****Medieval Technology in Hand Weapons**

*Though much of military technology during the Middle Ages was designed for laying siege to castles, there were significant developments in weapons for individual soldiers.*

The hand crossbow originally was invented in China in the 13th century B.C. The Greeks significantly enlarged the weapon and renamed it the siege ballista. After the breakup of the Roman Empire, the story of the hand crossbow becomes vague. However, historians know that it was independently introduced in Europe around the tenth century A.D.

The crossbow was composed of a bow that was made of horn or wood. It was mounted on a stock, the long supporting rod that held the bow. A catch and trigger were also built on the stock. Pulling a string connected to the trigger allowed the crossbow to be fired.

Initially, the crossbow was a light weapon with a trigger that could be locked by hand. As its power increased, the soldier had to rest it on the ground to gain the leverage needed to reset the catch. The end of the stock was then equipped with a metal stirrup for a soldier's foot. When the bow was made of steel, the trigger became impossible for a single person to lock.



Bibliothèque Nationale, Paris/E.T. Archive, London.

**In 1346, the Battle of Crécy was fought between the English and the French. A soldier in the lower lefthand corner resets the catch on his crossbow.**

Crossbows fired many types of missiles. Most of these weapons shot bolts that were about 15 inches long and made of wood or iron. Some had a vane, or feathers, for stability. At times, the crossbow was modified to shoot round stones or lead pellets. One variation had a barrel on it through which iron bolts were shot.

The size of the crossbow was different in each country. The English version was small and had a bow only two feet wide and a stock about 18 inches long. On the other hand, the French model was almost three feet wide and weighed 15 pounds. Soldiers could aim this weapon accurately at 150 yards and still seriously injure an enemy soldier or horse at up to 300 yards.

Crossbows could inflict terrible wounds. In fact, in 1139 Pope Innocent II decided that the crossbow was too deadly and outlawed its use for a time. Though warriors could strike fear in the hearts of their enemies by using this weapon, its slow rate of fire (one crossbow shot to three longbow shots) also made it deadly to the shooters.

This weapon was able to be used by essentially untrained troops. In contrast, archers using the longbow required many years of practice to build up strength and accuracy. The cavalry also adopted the crossbow, and sailors used it effectively from the crow's nest to prevent the enemy from boarding their ships.

With the steel bow, this armament became the most powerful weapon in Europe. However, its effectiveness lasted only until the middle of the 15th century when guns started coming into wide use.

**Questions**

1. **Clarifying** Name two types of missiles that crossbows fired.
2. **Comparing and Contrasting** Compare the weaknesses of the crossbow to those of the longbow.
3. **Drawing Conclusions** Why did Pope Innocent II ban the use of the crossbow?

**CHAPTER**  
**13****Section 1****RETEACHING ACTIVITY***Charlemagne Unites  
Germanic Kingdoms*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

Franks  
secularcounts  
CharlemagneTreaty of Verdun  
Scholasticamonasteries  
*major domo*Carolingian Dynasty  
Middle Ages

1. The Christian Church built religious communities called \_\_\_\_\_, where monks lived and devoted their lives to God.
2. The heir to the Frankish Kingdom who extended Frankish rule was named \_\_\_\_\_, or Charles the Great.
3. This era of European history called the \_\_\_\_\_ began with the decline of the Roman Empire.
4. The \_\_\_\_\_ were a Germanic people who were in power in the Roman province of Gaul.
5. When Gregory I became pope, he broadened the scope of authority for his office into a \_\_\_\_\_ power.
6. The most powerful person in the Frankish kingdom in 700 was known as \_\_\_\_\_.
7. When Pepin the Short became “king by the grace of God,” this began the \_\_\_\_\_.
8. Powerful landholders who governed their counties under Charlemagne were called \_\_\_\_\_.
9. The three sons of Louis the Pious signed the \_\_\_\_\_, which divided the empire into three kingdoms.
10. \_\_\_\_\_ is considered to have been the first nun of the Benedictine order.

**CHAPTER**  
**13****RETEACHING ACTIVITY***Feudalism in Europe***Section 2**

**Determining Main Ideas** The following questions deal with the emergence of feudalism in Europe. Answer them in the space provided.

1. What was the main reason why feudalism developed in Europe?

\_\_\_\_\_

2. What were the main ideas behind feudalism?

\_\_\_\_\_

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                      |            |
|----------------------------------------------------------------------------------------------------------------------|------------|
| _____ 3. people who were bound to the land of a lord and who could not lawfully leave the place where they were born | a. lord    |
| _____ 4. a church tax paid to the village priest                                                                     | b. fief    |
| _____ 5. a landowner who granted land in exchange for military protection and other services                         | c. manor   |
| _____ 6. mounted horsemen who pledged to defend their lords' lands in exchange for their own land                    | d. tithe   |
| _____ 7. land granted by a landowner                                                                                 | e. vassal  |
| _____ 8. a lord's estate                                                                                             | f. Vikings |
| _____ 9. the person receiving land from a landowner                                                                  | g. serfs   |
| _____ 10. a Germanic people sometimes referred to as Northmen or Norsemen                                            | h. knights |

**CHAPTER**  
**13****Section 3****RETEACHING ACTIVITY***The Age of Chivalry*

**Determining Main Ideas** The following questions deal with the age of chivalry. Answer them in the space provided.

1. How did feudal lords in Western Europe in the 11th century defend their territories?

\_\_\_\_\_

2. How were the lives of a noblewoman and a peasant woman in the Middle Ages different?

\_\_\_\_\_

3. How did invading armies go about attacking a castle?

\_\_\_\_\_

4. How did some of the troubadours' songs promote a false image of knights and noblewomen?

\_\_\_\_\_

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                                                         |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| _____ 5. mock battles in which knights participated to gain experience                                                                                                  | a. tournaments |
| _____ 6. a code of ideals that required that knights were loyal, and fight bravely in defense of three masters: his feudal lord, his heavenly Lord, and his chosen lady | b. Tortoise    |
| _____ 7. a structure that rolled on wheels and shielded soldiers from arrows above                                                                                      | c. troubadours |
| _____ 8. traveling poet-musicians who performed short verses and songs about romantic love in the castles and courts of Europe                                          | d. chivalry    |

CHAPTER  
**13**

**RETEACHING ACTIVITY**

# *The Power of the Church*

**Section 4**

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The German-Italian empire later became known as</p> <ul style="list-style-type: none"> <li>a. Canossa.</li> <li>b. Barbarossa.</li> <li>c. Holy Roman Empire.</li> <li>d. Kingdom of Hungary.</li> </ul> <p>_____ 2. The bishops and priests who the pope in Rome had authority over were called the</p> <ul style="list-style-type: none"> <li>a. sacrament.</li> <li>b. noblemen.</li> <li>c. disciples.</li> <li>d. clergy.</li> </ul> <p>_____ 3. Medieval Christians, whether rich or poor, had to follow the rules of the Church, a practice otherwise known as</p> <ul style="list-style-type: none"> <li>a. canon law.</li> <li>b. Hammurabi's Code.</li> <li>c. Justinian's Code.</li> <li>d. the Ten Commandments.</li> </ul> | <p>_____ 4. Religious ceremonies that led to achieving salvation were called</p> <ul style="list-style-type: none"> <li>a. excommunications.</li> <li>b. interdicts.</li> <li>c. icons.</li> <li>d. sacraments.</li> </ul> <p>_____ 5. The practice of the appointment of church officials by kings and nobles was called</p> <ul style="list-style-type: none"> <li>a. royal authority.</li> <li>b. lay investiture.</li> <li>c. excommunication.</li> <li>d. feudalism.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Determining Main Ideas** The following questions deal with the power of the Church. Answer them in the space provided.

6. Why was the Church so important in the lives of the people?

\_\_\_\_\_

7. How did popes in the 11th century use excommunication and interdicts as political tools?

\_\_\_\_\_

8. What was the Concordat of Worms?

\_\_\_\_\_

9. What happened at the Battle of Legnano?

\_\_\_\_\_

CHAPTER  
**14**

Section 1

GUIDED READING

# Church Reform and the Crusades

**A. Perceiving Cause and Effect** As you read about reforms in the Catholic Church and the Crusades, note one or more reasons for each of the following developments.

|                                                                                 |                                                                                                                   |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. The Benedictine monastery was founded at Cluny.                              | 2. The power of the pope was extended.                                                                            |
| 3. Nearly 500 Gothic cathedrals were built and decorated between 1170 and 1270. | 4. The Byzantine emperor appealed to the Count of Flanders for help.                                              |
| 5. Pope Urban II issued a call for a Crusade.                                   | 6. There was an outpouring of support for the First Crusade.                                                      |
| 7. Four feudal Crusader states were formed, each ruled by a European noble.     | 8. Jerusalem remained under Muslim control, though unarmed Christian pilgrims could visit the city's holy places. |
| 9. In Spain, Isabella and Ferdinand used the Inquisition to suppress heretics.  | 10. European kings strengthened their own power as a result of the Crusades.                                      |

**B. Recognizing Facts and Details** On the back of this paper, identify each of the following: **St. Francis of Assisi**, **Saladin**, **Richard the Lion-hearted**, the **Reconquista**, and the **Inquisition**.

CHAPTER  
**14**

GUIDED READING *Changes in Medieval Society*

Section 2

**A. Drawing Conclusions** As you read this section, make notes in the chart to explain the results of each change or trend in medieval society.

|                                                                                                                                                             |   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| 1. Farmers began using a new type of harness that fitted across a horse's chest.                                                                            | → |  |
| 2. Using the three-field system, farmers began to grow crops on two-thirds of their land each year, rather than half.                                       | → |  |
| 3. Merchant and craft guilds organize and change ways to do business.                                                                                       | → |  |
| 4. The Commercial Revolution changes trade and banking practices.                                                                                           | → |  |
| 5. As trade blossomed and farming methods improved, the population of western Europe rose from around 30 million to about 42 million between 1000 and 1150. | → |  |
| 6. As people left life on the manor for life in towns, they challenged the traditional ways of feudal society in which everyone had a place.                | → |  |
| 7. Authors began writing in the vernacular.                                                                                                                 | → |  |
| 8. Growing trade and growing cities brought a new interest in learning.                                                                                     | → |  |
| 9. Christian scholars from Europe visited Muslim libraries in Spain, and Jewish scholars translated Arabic copies of Greek writings into Latin.             | → |  |

**B. Recognizing Facts and Details** On the back of this paper, briefly explain how each of the following contributed to intellectual life during medieval times: **Dante Alighieri**, **Geoffrey Chaucer**, **Christine de Pisan**, and **Thomas Aquinas**.



CHAPTER  
**14**

GUIDED READING *England and France Develop*

Section 3

**A. Using Sequential Order** As you read about the democratic traditions that evolved as England and France developed into nations, answer questions about the time line below.

|      |                                                             |   |                                                                       |
|------|-------------------------------------------------------------|---|-----------------------------------------------------------------------|
| 1066 | The Battle of Hastings is fought.                           | → | 1. How did this event affect the course of English history?           |
| 1154 | Henry II becomes ruler of England.                          | ↗ | 2. How did Henry II strengthen England's legal system?                |
| 1204 | Philip II of France regains Normandy from the English.      | ↗ | 3. How did Philip strengthen the central government in France?        |
| 1215 | The Magna Carta is signed by King John of England.          | → | 4. Why is this document so important?                                 |
| 1226 | Louis IX becomes king of France.                            | ↘ | 5. How did Louis strengthen the monarchy while weakening feudal ties? |
| 1295 | Model Parliament meets during reign of Edward I of England. | → | 6. How was this meeting a major step toward democratic government?    |

**B. Writing Expository Paragraphs** On the back of this paper, explain the importance of **William the Conqueror** and **Eleanor of Aquitaine** in English history.

CHAPTER  
**14**

Section 4

GUIDED READING

# *The Hundred Years' War and the Plague*

**A. Perceiving Cause and Effect** As you read this section, take notes to answer the questions about three events that led to the end of medieval society.

➔ **Factor 1: The Great Schism**

|                                             |                                                |                                                   |
|---------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 1. When and how did the Great Schism begin? | 2. When and how was the Great Schism resolved? | 3. How did the Great Schism affect medieval life? |
|                                             |                                                |                                                   |

➔ **Factor 2: The Bubonic Plague**

|                                                      |                                                   |                                          |
|------------------------------------------------------|---------------------------------------------------|------------------------------------------|
| 4. Where did the plague begin and how did it spread? | 5. What were some economic effects of the plague? | 6. How did the plague affect the Church? |
|                                                      |                                                   |                                          |

➔ **Factor 3: The Hundred Years' War**

|                                             |                                     |                                             |
|---------------------------------------------|-------------------------------------|---------------------------------------------|
| 7. What was the primary reason for the war? | 8. What was the outcome of the war? | 9. How did the war affect medieval society? |
|                                             |                                     |                                             |

**B. Drawing Conclusions** On the back of this paper, explain how each of the following people challenged authority in the Middle Ages.

John Wycliff

John Huss

Joan of Arc

**CHAPTER**  
**14****BUILDING VOCABULARY***The Formation of  
Western Europe*

**A. Completion** Select the term or name that best completes the sentence.

Gothic  
common law

parliament  
three-field system

simony  
burgher

Commercial Revolution  
guild

1. A merchant-class town dweller in medieval Europe was called a \_\_\_\_\_.
2. In a practice called \_\_\_\_\_, bishops sold positions in the Church.
3. A style of architecture known as \_\_\_\_\_ featured tall spires and pointed arches.
4. The unified body of law that was formed by the rulings of England's royal judges and serves as the basis for law in many English-speaking countries today is called \_\_\_\_\_.
5. The expansion of trade and business in Europe during the Middle Ages is known as the \_\_\_\_\_.

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_\_ 1. The teachings of the Christian scholar Thomas Aquinas and his fellow scholastics influenced Western Europeans' thinking about law and government.

\_\_\_\_\_

- \_\_\_\_\_ 2. The English king Henry II signed the Magna Carta, a document that guaranteed basic political rights to English nobles.

\_\_\_\_\_

- \_\_\_\_\_ 3. The English parliament and the French Estates-General were both assemblies that limited the power of kings.

\_\_\_\_\_

- \_\_\_\_\_ 4. The English king Richard the Lion-Hearted led the Third Crusade to regain the Holy Land from the Muslim leader Thomas Aquinas.

\_\_\_\_\_

- \_\_\_\_\_ 5. A French peasant girl named Joan of Arc fought in the Hundred Years' War to drive the English from France.

\_\_\_\_\_

**C. Writing** Write a paragraph describing the struggle between Catholics and Muslims in the Middle Ages using the following terms.

Urban II

Crusade

Reconquista

Inquisition

CHAPTER  
**14**

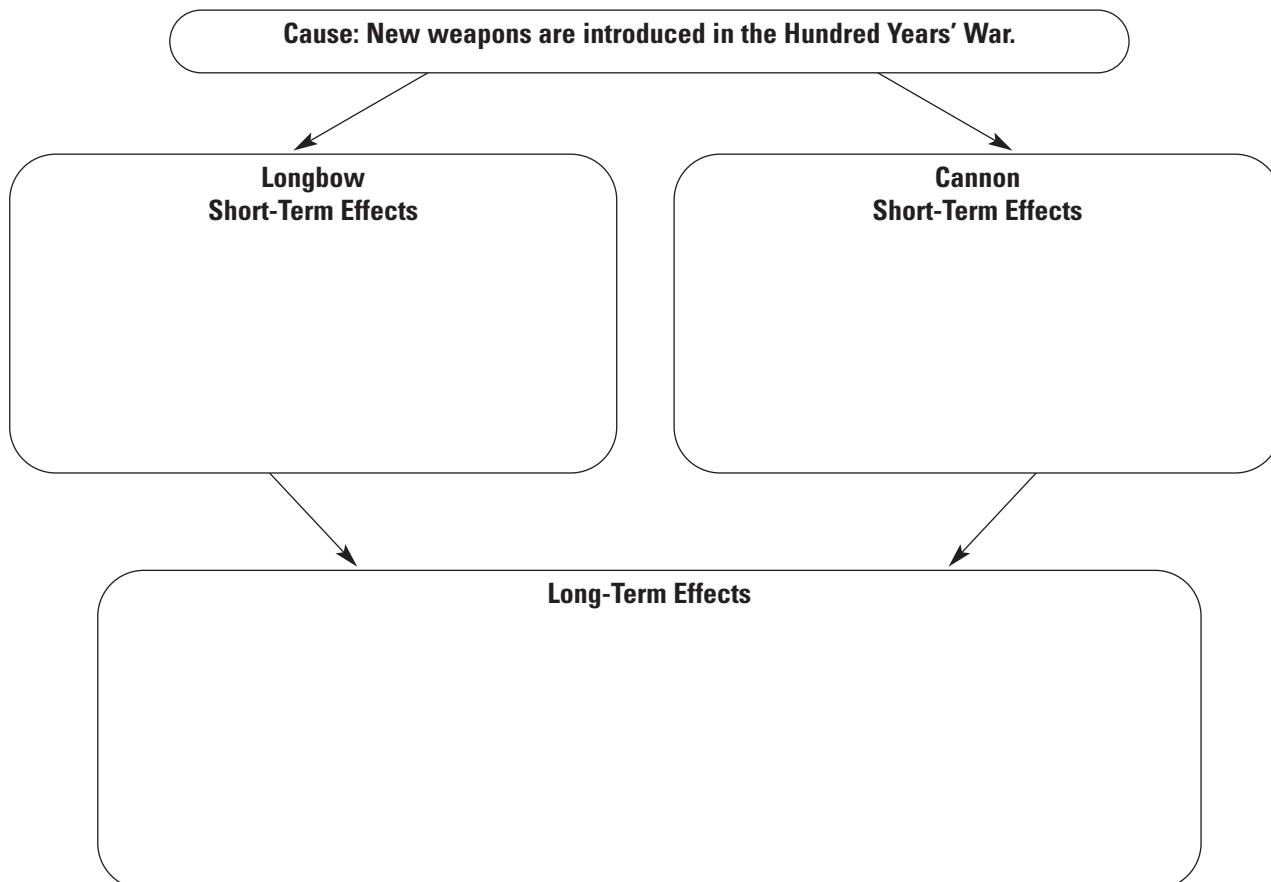
Section 4

**SKILLBUILDER PRACTICE** *Recognizing Effects*

*Recognizing effects is one strategy that historians use to help understand how events are related. The passage below describes new weapons that were introduced during the Hundred Years' War. As you read, look for both the short-term and long-term effects of these new weapons. Then fill in the diagram below. (See Skillbuilder Handbook)*

**D**uring the Hundred Years' War, new weapons caused a revolution both in warfare and in society. The weapon that gave England its early victories in the war was the longbow. Before battle, skilled English bowmen arranged themselves, side by side, along a wide arc. As the French attacked, the English bowmen drew their six-foot longbows. The arrows were dangerous at a range of 300 yards and absolutely fatal within 100 yards. The result was disaster for the French. Horses were slain or wounded and threw off their riders. Dressed in heavy armor, French knights could not get up and were killed by English foot soldiers. The age of feudalism, based on the power of warriors on horseback, could not survive long.

The second weapon that battered down the feudal system was the cannon. The English fired small cannons at the Battle of Crecy, but these did little more than scare the horses. After 1400, however, European cannons grew huge and powerful. They could shoot stone balls 20 inches in diameter. In the last years of the Hundred Years' War, both sides used cannons to batter down the walls of each other's castles. Thus, the castle, like the knight's suit of shining armor, became an outdated relic. The Hundred Years' War had dealt a death blow to feudal warfare and the Age of Chivalry.



**CHAPTER**  
**14****GEOGRAPHY APPLICATION: MOVEMENT***The Reconquista***Section 1**

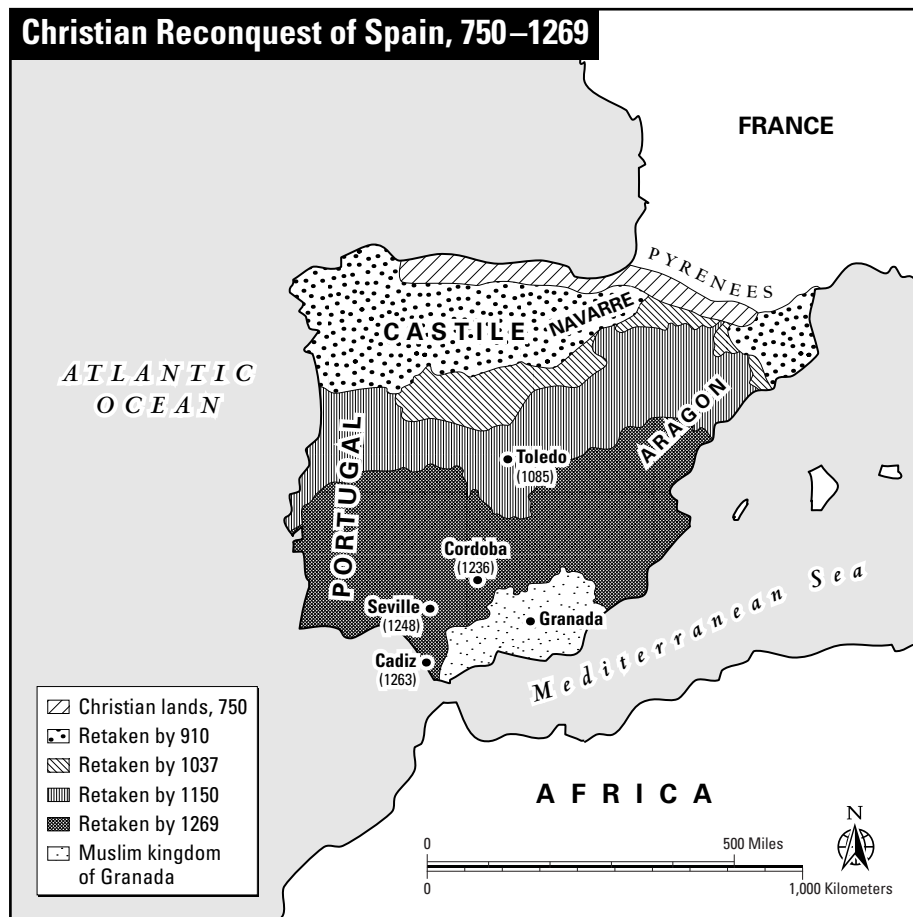
*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

After the fall of the Roman Empire, the peninsula of modern-day Spain and Portugal—the Iberian Peninsula—became a collection of kingdoms: Castile, Navarre, Aragon, and many others. Of these kingdoms, only some tiny ones in the extreme north of Spain were Christian domains; by 750, the rest of the region had been conquered by the Muslims.

These Christian kingdoms wanted to recover the rest of the peninsula, and so they began a 500-year-long military campaign known as the Reconquista—the Reconquering. (The religious tone of this effort to drive the Muslims out, some believe, provided an incentive for the Crusades.) It was during this prolonged warfare, around 1140, that Portugal became

a separate country. By 1269, the Reconquista was considered a success, even though the Muslims still controlled Granada. Finally, in 1492, the Muslims in this last kingdom were defeated.

Lands retaken from the Muslims were repopulated mostly by northern Spaniards and French Christians. As they took control of the region, Europeans gained access to Greek thought. Greek knowledge had been preserved in Muslim libraries in eastern lands for centuries and was brought by Muslim scholars to the Iberian peninsula. Eventually Christian scholars absorbed this Greek learning as the Reconquista replaced Muslim rule.



**Interpreting Text and Visuals**

1. What are Castile, Navarre, and Aragon? \_\_\_\_\_  
\_\_\_\_\_
2. What is the shaded area of this map known as today? \_\_\_\_\_  
\_\_\_\_\_
3. About how much of the peninsula had been retaken from the Muslims by 1150? \_\_\_\_\_
4. Starting in 750, with the area of Christian lands in the extreme north, describe the progression of the war in stages to 1269. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. The dates shown for four cities on the map refer to the years in which those cities fell to Christian forces. How long did it take Christian forces to capture Cordoba after taking Toledo? to capture Cadiz after taking Cordoba? \_\_\_\_\_  
\_\_\_\_\_
6. Why do you think the Reconquista was considered a success in 1269, even though Granada had not yet been taken? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. When did Christian forces finally retake the kingdom of Granada? \_\_\_\_\_  
Why is it logical that Granada was the last Muslim stronghold? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. In what way did Muslim occupation of the Iberian Peninsula contribute to European knowledge? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**14**

Section 1

PRIMARY SOURCE *Massacre at Acre*  
by Behâ-ed-Din

*During the Third Crusade, Muslim leader Saladin squared off against the English king Richard the Lion-Hearted. The Crusaders led by Richard mounted a two-year siege of the city of Acre in what is now Israel. About 100,000 died. In 1191, during peace negotiations, Crusaders took the city and killed 3,000 Muslim prisoners. As you read, think about how Muslims viewed King Richard and the Crusaders.*

These negotiations continued till our men had procured the money and the number of prisoners that they were to deliver to the Christians at the end of the first period in accordance with the treaty. The first instalment was to consist of the Holy Cross, 100,000 dinars [unit of money] and 1,600 prisoners. Trustworthy men sent by the Christians to conduct the examination found it all complete saving only the prisoners who had been demanded by name, all of whom had not yet been gathered together. And thus the negotiations continued to drag on till the end of the first term. On this day, the 18th of Rajab [11 August], the enemy sent demanding what was due.

The Sultan replied as follows: "Choose one of two things. Either send us back our comrades and receive the payment fixed for this term, in which case we will give hostages to ensure the full execution of all that is left. Or accept what we are going to send you today, and in your turn give us hostages to keep until those of our comrades whom you hold prisoners are restored." To this the envoys made answer: "Not so. Send us what is due for this term and in return we will give our solemn oath that your people shall be restored you."

This proposition the Sultan rejected, knowing full well that . . . he would have no security against treachery on the part of the enemy, and this would be a great disaster to Islam.

Then the King of England, seeing all the delays interposed by the Sultan to the execution of the treaty, acted perfidiously as regards his Mussulman [Muslim] prisoners. On their yielding the town of Acre he had engaged to grant them life. . . . Now the King broke his promises to them. . . .

In the afternoon of Tuesday, 27 Rajab [20 August], about four o'clock, he came out on horse-

back with all the Christian army . . . and advanced to the pits at the foot of the hill of Al 'Ayâdiyyeh. . . . The Christians, on reaching the middle of the plain . . . ordered all the Mussulman prisoners, whose martyrdom God had decreed for this day, to be brought before him. They numbered more than three thousand and were all bound with ropes. The Christians then flung themselves upon them all at once and massacred them with sword and lance in cold blood. . . . The Mussulmans, seeing what was being done to the prisoners, rushed against the Christians and in the combat, which lasted till nightfall, several were slain and wounded on either side. On the morrow morning our people gathered at the spot and found the Mussulmans stretched out upon the ground as martyrs for the faith. They even recognized some of the dead, and the sight was a great affliction to them.

The motives of this massacre are differently told; according to some, the captives were slain by way of reprisal for the death of those Christians whom the Mussulmans had slain. Others again say that the King of England, on deciding to attempt the conquest of Ascalon, thought it unwise to leave so many prisoners in the town after his departure. God alone knows what the real reason was.

from T.A. Archer, sel. and arranger, *The Crusade of Richard I, 1189–92*. Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon, 1987), 35–37.

## Activity Option

**Recognizing Point of View** Write an editorial about the massacre at Acre from the point of view of a supporter of Saladin or a supporter of King Richard. Then share your editorial by reading it aloud to the class.



CHAPTER  
**14**  
Section 3

## PRIMARY SOURCE *from the* Magna Carta

*On June 15, 1215, English nobles forced King John to agree to a Magna Carta (Great Charter). The 63-clause document guaranteed certain political rights such as no taxation without representation and trial by jury. The nobles wanted to protect their feudal rights and also to limit the powers of the king. As you read the following clauses, consider which of these political rights you currently enjoy.*

John, by the grace of God, king of England, lord of Ireland, duke of Normandy and Aquitaine, and count of Anjou, to the archbishops, bishops, abbots, earls, barons, justiciars, foresters, sheriffs, stewards, servants, and to all his bailiffs and faithful subjects, greeting. Know that we, out of reverence for God and for the salvation of our soul and those of all our ancestors and heirs, for the honour of God and the exaltation of holy church, and for the reform of our realm, on the advice of our venerable fathers. . . .

[1] In the first place have granted to God, and by this our present charter confirmed for us and our heirs for ever that the English church shall be free, and shall have its rights undiminished and its liberties unimpaired; and it is our will that it be thus observed. . . . We have also granted to all free men of our kingdom, for ourselves and our heirs for ever, all the liberties written below, to be had and held by them and their heirs of us and our heirs. . . .

[12] No scutage [special tax] or aid shall be imposed in our kingdom unless by common counsel of our kingdom, except for ransoming our person, for making our eldest son a knight, and for once marrying our eldest daughter, and for these only a reasonable aid shall be levied. Be it done in like manner concerning aids from the city of London.

[13] And the city of London shall have all its ancient liberties and free customs as well by land as by water. Furthermore, we will and grant that all other cities, boroughs, towns, and ports shall have all their liberties and free customs. . . .

[38] No bailiff shall in future put anyone to trial upon his own bare word, without reliable witnesses produced for this purpose.

[39] No free man shall be arrested or imprisoned . . . , except by the lawful judgment of his peers or by the law of the land.

[40] To no one will we sell, to no one will we refuse or delay right or justice.

[41] All merchants shall be able to go out of and come into England safely and securely and stay and travel throughout England . . . for buying and selling by the ancient and right customs free from all evil tolls. . . .

[42] It shall be lawful in future for anyone, without prejudicing the allegiance due to us, to leave our kingdom and return safely and securely by land and water, save, in the public interest, for a short period in time of war—except for those imprisoned or outlawed in accordance with the law of the kingdom and natives of a land that is at war with us. . . .

[63] Wherefore we wish and firmly enjoin that the English church shall be free, and that the men in our kingdom shall have and hold all the aforesaid liberties, rights and concessions well and peacefully, freely and quietly, fully and completely, for themselves and their heirs from us and our heirs, in all matters and in all places for ever, as is aforesaid. An oath, moreover, has been taken, as well on our part as on the part of the barons, that all these things aforesaid shall be observed in good faith and without evil disposition.

*from Magna Carta.* Reprinted in Mort Gerberg and Jerome Agel, eds., *Twelve Documents That Shaped the World* (New York: Putnam, 1992), 6–10.

### Research Option

**Perceiving Relationships** Read the Bill of Rights in the United States Constitution. Then make a Venn diagram in which you compare the Magna Carta with the Bill of Rights. Share your chart with classmates.

CHAPTER  
**14**

Section 4

PRIMARY SOURCE

# Plague in Siena

by Agnolo di Tura

*The bubonic plague reached the shores of Italy in 1347. This deadly disease, spread by infected fleas that lived on black rats, swept through Italy, France, Germany, and other European countries, killing about one-third of the population of Europe. As you read this firsthand account, think about the effect the plague had on the Italian city of Siena and on Agnolo di Tura.*

The mortality began in Siena in May [1348]. It was a cruel and horrible thing; and I do not know where to begin to tell of the cruelty and the pitiless ways. It seemed to almost everyone that one became stupefied by seeing the pain. And it is impossible for the human tongue to recount the awful thing. Indeed one who did not see such horribleness can be called blessed. And the victims died almost immediately. They would swell beneath their armpits and in their groins, and fall over dead while talking. Father abandoned child, wife husband, one brother another; for this illness seemed to strike through the breath and sight. And so they died. And none could be found to bury the dead for money or friendship. Members of a household brought their dead to a ditch as best they could, without priest, without divine offices. Nor did the death bell sound. And in many places in Siena great pits were dug and piled deep with the multitude of dead. And they died by the hundreds both day and night, and all were thrown in those ditches and covered over with earth. And as soon as those ditches were filled more were dug.

And I, Agnolo di Tura, called the Fat, buried my five children with my own hands. And there were also those who were so sparsely covered with earth that the dogs dragged them forth and devoured many bodies throughout the city.

There was no one who wept for any death, for all awaited death. And so many died that all believed that it was the end of the world. And no medicine or any other defense availed. . . . And it is found that at this time there died in Siena 36,000 persons twenty years of age or less, and the aged and other people [died], to a total of 52,000 in all in Siena. And in the suburbs of Siena 28,000 persons died; so that in all it is found that in the city and suburbs of Siena 80,000 persons died. Thus at this time Siena and its suburbs had more than

30,000 men [adult males]; and there remained in Siena [alone] less than 10,000 men. And those that survived were like persons distraught and almost without feeling. . . . I will not write of the cruelty that there was in the countryside, of the wolves and wild beasts that ate the poorly buried corpses, and of other cruelties that would be too painful to those who read them. . . .

The city of Siena seemed almost uninhabited for almost no one was found in the city. And then, when the pestilence abated [lessened], all who survived gave themselves over to pleasures: monks, priests, nuns, and lay men and women all enjoyed themselves, and none worried about spending and gambling. And everyone thought himself rich because he had escaped and regained the world, and no one knew how to allow himself to do nothing. . . .

1349. After the great pestilence of the past year each person lived according to his own caprice [impulse], and everyone tended to seek pleasure in eating and drinking, hunting, catching birds, and gaming.

from William Bowsky, ed., *The Black Death, A Turning Point in History?* (Holt, Rinehart and Winston). Reprinted in Norman F. Cantor, ed., *The Medieval Reader* (New York: Harper Perennial, 1994), 280–281.

## Activity Options

1. **Perceiving Cause and Effect** Draw a cause-and-effect diagram to illustrate the effects of the plague in Siena according to Agnolo di Tura.
2. **Using Visual Stimuli** Design a memorial—such as a statue, a historical plaque, or a monument—for the victims who died as a result of the plague in Siena in 1348. Share your design with classmates.

**CHAPTER**  
**14****Section 4****PRIMARY SOURCE****Joan of Arc's Trial**

*In 1429, 17-year-old Joan of Arc led French troops to victory over England. A year later, she was captured by English allies and sent to Rouen, a city ruled by the English king. She was tried by a Church court for heresy. Although given a chance to take back her testimony and live, she chose death. As you read this portion of the trial record, think why the judges gave her the sentence they did.*

“Therefore before us your competent judges, namely Pierre by divine mercy bishop of Beauvais and brother Jean Le Maistre, vicar in this city and diocese of the notable master Jean Graverent, Inquisitor of Heretical Error in the kingdom of France, and especially appointed by him to officiate in this cause, you, Jeanne, commonly called The Maid, have been arraigned to account for many pernicious [evil] crimes and have been charged in a matter of the faith. And having seen and examined with diligence the course of your trial and all that occurred therein, principally the answers, confessions and affirmations which you made, after having also considered the most notable decision of the masters of the Faculties of Theology and Decrees in the University of Paris, in addition to that of the general assembly of the University, and of the prelates, doctors and men learned in canon and civil law and in theology who were met together in a great multitude in this town of Rouen and elsewhere for the discussion and judgment of your statements, words and deeds; having taken counsel and mature conference with those zealots of the Christian faith, and having seen and weighed all there is to see and weigh in this matter, all that we and any man of judgment and law could and should observe: We, having Christ and the honor of the orthodox faith before our eyes, so that our judgment may seem to emanate from the face of Our Lord, have said and decreed that in the simulation [pretending] of your revelations and apparitions [ghosts] you have been pernicious, seductive, presumptuous, of light belief, rash, superstitious, a witch, a blasphemer of God and His saints, a despiser of Him in His sacraments, a prevaricator of the divine teaching and the ecclesiastical sanctions, seditious, cruel, apostate, schismatic, erring gravely in our faith, and that by these

means you have rashly trespassed against God and the Holy Church.

“Moreover, although you have very often, not by Us only but also by certain learned expert masters and doctors full of zeal for the salvation of your soul, been duly and sufficiently admonished to amend and reform yourself, and to submit to the disposition, decision and correction of Holy Mother Church, you would not, and cared not to do so, and even in the hardness of your heart stubbornly and obstinately declared that you would not, and on many occasions expressly refused to submit to Our Holy Father the Pope and the holy General Council. Therefore, we declare you of right excommunicate and heretic, being stubborn and obstinate in your crimes, excesses and errors; and we pronounce it meet [necessary] to abandon you and do abandon you to the secular justice as a limb of Satan, infected with the leprosy of heresy, cut off from the Church, in order to prevent the infection of the other members of Christ; praying this same power on this side of death and the mutilation of your limbs to moderate its judgment towards you, and if true signs of penance appear in you to permit the sacrament of penance to be administered to you.”

*from Norman F. Cantor, ed., The Medieval Reader (New York: Harper Perennial, 1994), 261–262.*

**Discussion Questions****Recognizing Facts and Details**

1. What “learned expert masters” examined Joan?
2. Why did the judges accuse Joan of being a witch and a blasphemer?
3. **Making Judgments** Based on your reading of this excerpt, do you think Joan was more political than religious? Explain your answer.

CHAPTER  
**14**

## Section 2

LITERATURE SELECTION *from The Canterbury Tales*  
by Geoffrey Chaucer

*The Canterbury Tales, from about 1387, describes a pilgrimage to the shrine of St. Thomas Becket. In the long poem, a group of pilgrims tells stories for their own amusement on their way from London to Canterbury. Many different levels of 14th-century English society are portrayed. The following excerpt is from the prologue to The Canterbury Tales. How many different pilgrims can you identify?*

When April with his sweet showers has  
pierced the drought of March to the root,  
and bathed every vein in such moisture  
as has power to bring forth the flower;  
5 when, also, Zephyrus [Greek god of the wind]  
with his sweet breath  
has breathed spirit into the tender new shoots  
in every wood and meadow, and the young sun  
has run half his course in the sign of the Ram,  
and small birds sing melodies and  
10 sleep with their eyes open all the night  
(so Nature pricks them in their hearts):  
then people long to go on the pilgrimages,  
and palmers [pilgrims] long to seek strange  
shores  
and far-off shrines known in various lands,  
15 and, especially, from the ends of every shire  
in England they come to Canterbury,  
to seek the holy, blissful martyr  
who helped them when they were sick.  
It befell that one day in that season,  
20 as I was in Southwark at the Tabard Inn,  
ready to go on my pilgrimage  
to Canterbury with a most devout heart,  
at night there came into that hostelry [inn]  
a company of nine-and-twenty people—  
25 all sorts of people, who had met by chance;  
and all of them were pilgrims  
who were riding toward Canterbury.  
The chambers and the stables were spacious,  
and we were made most comfortable.  
30 And shortly, when the sun had gone down,  
I had spoken with every one of them  
so that I had soon become one of their group,  
and made an arrangement to rise early  
to be on our way, as I shall tell you.  
But none the less, while I have time and space,  
35 before I pass on further in this tale,  
it seems to me in order  
to tell you all about  
each of them, as they seemed to me—

and who they were, and of what rank in life,  
40 and also what they wore—  
and with a knight, then, I will begin.

There was a KNIGHT, a valiant man,  
who, from the time when he had first begun  
45 to venture out, had loved chivalry,  
truth and honor, liberality and courtesy.  
He had proved his worth in his lord's wars,  
in which he had ridden as far as any man,  
both in Christendom and in heathen lands,  
50 and he had always been honored for his valor.

He was at Alexandria when it was won;  
many times he had sat at the head of the table  
in Prussia, above knights of all nations;  
he had campaigned in Lithuania, and in Russia,  
55 more often than any other Christian man of his  
rank;  
he had also been in Granada at the siege  
of Algeciras, and had fought in Benmarin.  
He had been at Lyas and at Attalia  
when they were won; and he had sailed upon  
60 the Mediterranean with many a noble host.  
He had been in fifteen mortal battles,  
and fought for our faith at Tlemcen  
three times in tournaments, and always slain his  
foe.

This same worthy Knight had also been  
65 at one time with the lord of Balat,  
against another heathen in Turkey:  
and always he had won the highest honor.  
Although he was valiant, he was prudent,  
and bore himself as meekly as a maiden;  
70 never in all his life had he been  
rude to anyone at all.  
He was a true, perfect, gentle knight.  
But to tell you about his array—  
His horses were good, but he was not gaily  
dressed.

75 He wore a fustian [coarse cloth] tunic,  
much stained by his hauberk [tunic of metal  
links];

for he had just come back from his expedition,  
and was on his way to make his pilgrimage.

- With him was his son, a young SQUIRE,  
80 a lover, and a gay youth on his way to knight-  
hood,  
with locks as curly as if they had been pressed.  
He was about twenty years old, I guess;  
he was of normal height  
and wonderfully agile, and of great strength.  
85 He had been on cavalry expeditions for a  
while—  
in Flanders, in Artois, and in Picardy—  
and in this short time he had borne himself  
well,  
in the hope of winning his lady's favor.  
His clothing was embroidered so as to look like  
a meadow  
90 all full of fresh flowers, white and red.  
He sang or fluted all the day long;  
he was as youthful as the month of May.  
His gown was short, with long, wide sleeves.  
He knew how to sit his horse well, and ride  
beautifully;  
95 he could compose songs and poems,  
joust and dance, too, and draw and write. . . .  
There was also a nun, a PRIORESS,  
whose smile was modest and sweet.  
Her greatest oath was only "By Saint Loy!"  
100 She was called Madame Eglantine.  
She sang the divine service well,  
entuning it in her nose in a most seemly way;  
and she spoke French well and properly,  
after the school of Stratford-at-Bow—  
105 for the French of Paris was unknown to her.  
Her table manners were admirable:  
she never let a morsel fall from her lips,  
nor wet her fingers too deeply in the sauce;  
daintily she carried a morsel to her lips, taking  
care  
110 that no drop should fall on her breast:  
she took much pleasure in proper etiquette.  
She wiped her upper lip so carefully that no  
trace of grease could be seen in her cup  
when she had taken a drink from it;  
115 she helped herself to food in a very proper way.  
And certainly she was very cheerful,  
most pleasant, and amiable in bearing,  
and took great pains to behave in a well-  
bred fashion, to be stately in manner,  
120 and to appear worthy of reverence.  
But to speak of her tender feelings:

she was so charitable and so full of pity  
that she would weep if she saw a mouse  
caught in a trap and dead or bleeding.

- 125 She had a few small dogs that she fed  
with roast meat, or milk and fine bread;  
but she wept indeed if one of them died,  
or if someone hit it smartly with a stick—  
she was all feeling and tender heart.  
130 Her wimple [head cloth] was suitably pleated;  
her nose well-shaped; her eyes bright as glass;  
her mouth very small, and soft and red;  
and indeed she had a fine forehead—  
it was almost a handspan broad, I believe,  
135 for certainly she was not undersized.  
I noticed that her cloak was becoming.  
Around her arm she wore a rosary of  
tiny coral beads, marked off with green,  
and on it hung a lovely golden brooch,  
140 on which was written first a crowned A,  
and then, *Amor vincit omnia*.  
With her she had another NUN,  
who was her assistant, and THREE PRIESTS.  
There was a MONK—a splendid sort;  
145 an inspector of his monastery's estates, who  
loved venery [sport of hunting];  
a manly man, capable of being an abbot.  
He had many a dainty horse in the stable,  
and when he rode one might hear the  
bells on his bridle jingle in the wind as  
150 loud and clear as the chapel bell  
in the place where this Monk was in charge.  
As for the rule of Saint Maurus or Saint  
Benedict:  
since it was old and somewhat strict,  
this same Monk let old-fashioned things pass  
away  
155 and held to the ways of the modern world.  
He didn't give a plucked hen for that text  
which says that hunters are not holy men,  
and that a monk, when he is heedless of duty,  
is like a fish out of water—  
160 that is to say, a monk out of his cloister;  
but he held that text was not worth an oyster.  
And I said his opinion was good.  
Why should he study and drive himself mad,  
always poring over a book in the cloister,  
165 or work with his hands and labor  
as Saint Augustine ordered? How shall the  
world be served?  
Let Augustine have his labor to himself.  
Therefore he was a really hard-riding horseman.



He had greyhounds as swift as a bird in flight;  
 170 riding and hunting the hare  
 were all his joy; for this he spared no cost.  
 I saw that his sleeves were edged at the cuff  
 with gray fur, and that the finest in the land;  
 and to fasten his hood under his chin  
 175 he had a very intricate pin made of gold;  
 there was a love knot in the bigger end.  
 His head was bald and shone like glass,  
 and his face did, too, as if he had been anointed.  
 He was a fine fat lord, in splendid shape;  
 180 his protruding eyes rolled in his head and  
 glowed like a furnace under a pot;  
 his boots were supple, his horse well-groomed:  
 now certainly he was a handsome prelate—  
 he was not pale, like a wasted ghost;  
 185 his favorite roast was a good fat swan;  
 his palfrey [horse] was as brown as a berry. . . .  
 There was a MERCHANT with a forked beard;  
 dressed in motley [colored cloth], he sat high on  
 his horse.  
 On his head was a Flemish beaver hat;  
 190 his boots were clasped handsomely and well.  
 He delivered his remarks very solemnly,  
 always emphasizing how his profits grew.  
 He wanted the sea to be guarded at all costs  
 between Middelburg and Orwell.  
 195 He did well on the exchange, selling French  
 currency.  
 This worthy man made good use of his wits;  
 no one knew he was in debt,  
 he conducted himself in such a stately way,  
 with his bargainings and his borrowings.  
 200 In any case, he was indeed a worthy man;  
 but to tell the truth, I don't know what his name  
 is.  
 There was also a CLERK of Oxford,  
 who had long since devoted himself to the  
 course of logic.  
 His horse was as lean as a rake,  
 205 and he himself was not exactly fat, I assure you,  
 but looked hollow and serious.  
 His outer cloak was very threadbare,  
 for as yet he had not got himself a benefice  
 [estate],  
 nor was he worldly enough to hold a secular  
 office.  
 210 He would rather have twenty volumes  
 of Aristotle and his philosophy, bound in  
 black or red, at the head of his bed than  
 rich robes, or a fiddle or lively harp.

But although he was a philosopher,  
 215 he still had little gold in his coffers;  
 he spent all that he could get from his friends  
 on books and learning,  
 and diligently prayed for the souls  
 of those who gave him money to carry on his  
 studies with.  
 220 He gave most of his attention to studying.  
 He never spoke a word more than was necessary,  
 and what he did say was in due form, and  
 reverent,  
 and short and to the point, and full of lofty  
 thought:  
 his talk tended toward moral qualities,  
 225 and gladly would he learn, and gladly teach. . . .  
 A HABERDASHER and a CARPENTER,  
 a WEAVER, a DYER, and a TAPESTRY MAKER  
 were with us, too,  
 all clothed in the same livery—  
 that of a great and dignified guild.  
 230 Their gear was all freshly and newly adorned;  
 Their knives were mounted not with brass,  
 but entirely with silver; their belts and their  
 purses were beautifully made in every respect.  
 Each of them seemed indeed a burgher impos-  
 ing enough  
 235 to sit on the dais [guest platform] in a guildhall;  
 every one of them, because of his wisdom,  
 was suited to be an alderman,  
 for they had enough property and income,  
 and also their wives would certainly agree to it  
 240 (otherwise they would surely be to blame):  
 it is very nice to be called “Madame,”  
 to go into church first on feast eves,  
 and to have your mantle borne right royally.

from A. Kent Hieatt and Constance Hieatt, eds., *The Canterbury Tales by Geoffrey Chaucer* (New York: Bantam, 1964), 3–19.

## Discussion Questions

1. **Recognizing Facts and Details** Which of the pilgrims who accompany Chaucer on his pilgrimage to Canterbury are mentioned in this excerpt?
2. **Recognizing Point of View** Which of the pilgrims do you think Chaucer admires? Explain your answer.
3. **Making Judgments** Which pilgrims do you admire? Why?

**CHAPTER**  
**14****HISTORYMAKERS****William the Conqueror**  
*Warrior King***Section 3**

*"He was a very stern and harsh man, so that no one dared do anything contrary to his will."—description of William the Conqueror, in The Anglo-Saxon Chronicle*

William the Conqueror, duke of Normandy and king of England, spent almost his entire life at war. He proved himself an able administrator as well, but his significance stems most from the cultural and political impact of his conquests. Upon gaining control of England, he brought feudalism there and established a dynasty.

William was born around 1027 in Normandy, a region of northwest France. He was the illegitimate son of Robert I, known as Robert the Devil. When William was a boy of seven, his father prepared for a pilgrimage to Jerusalem. Before leaving, he had William recognized as his successor because of the dangers of the journey. Coincidentally, Robert died on the return trip. As a result, rival leaders, ignoring William's status as heir, fought for control of the kingdom. However, William emerged from the civil war victorious.

In adulthood, William was an imposing figure, standing six feet tall and towering over most other people. He also had intelligence and political skill. He arranged a diplomatic marriage with Matilda, daughter of the count of Flanders. She proved a good match as she aided William throughout his career and often ruled in his absence.

In 1051, William traveled to England to visit his cousin King Edward the Confessor. Edward had no children, and William later claimed that the king promised that William would succeed to the throne after Edward's death. Some years later, Harold, a powerful English earl, was shipwrecked on the coast of Normandy. Seizing his chance, William held Harold captive until he received Harold's promise to support William's claim to the throne. After Edward died, the Anglo-Saxon nobles of England chose Harold as the new king. He ignored his earlier pledge to William and accepted the crown.

William prepared for revenge, using both diplomacy and military skill. First, he won the backing of the pope for his right to be king, making his claim appear more legitimate. Then he prepared an army to invade England. In addition to his own forces, he convinced a brother of Harold to invade the north of England while William invaded from the

south. While Harold was busy defeating his brother in the north, William was able to land on the opposite shore. In response, Harold quickly advanced with his army toward William. However, the Anglo-Saxons were already tired from fighting one battle and made even more weary by the rapid march. In addition, William's soldiers were mounted on horses, while Harold's Anglo-Saxons fought on foot. The Normans won the Battle of Hastings decisively, and Harold was killed. By the end of the year, William had reached London and been crowned king.

For the next few years, William campaigned throughout England. He suppressed revolts against Norman rule, punishing anyone who resisted his power. According to one historian, after the last revolt in southern England, William "fell upon the English of the north like a raging lion." He also moved to consolidate his power in other ways. He seized the land of the Anglo-Saxon nobles to break their power and then gave the estates to his own supporters. Of course, he kept about a quarter of the land for himself. With this approach, William brought the practice of feudalism to England.

William then turned to ruling his new land. He had crown officials travel throughout England to count every piece of property in the kingdom, so the king would know what to tax. The result, collected in records called the *Domesday Book*, provides a vital picture of England under early Norman rule.

William spent his last years in relative peace. However, he returned again to the saddle in 1087 to suppress a revolt in his French lands. Old and overweight, he was thrown from his horse and died from his injuries.

**Questions**

1. **Recognizing Facts and Details** What was the basis of William's claim to the throne of England?
2. **Using Sequential Order** What steps did William take to win control of England?
3. **Drawing Conclusions** What was significant about the changes William made to land ownership in England?



CHAPTER  
**14**

## HISTORYMAKERS

# Joan of Arc

## *Pious Peasant, Courageous Leader*

## Section 4

*"As long as I lived at home, I worked at common tasks about the house, going but seldom afield with our sheep and other cattle. I learned to sew and spin . . . When I was 13, I had a voice from God to help me govern myself."—Joan of Arc, describing her early life*

One of the most remarkable stories in the history of Europe was the tale of Joan of Arc. In an age when men held political power, this girl inspired a people. In a time when nobles determined the fate of kingdoms, this peasant changed the course of history. Spurred by faith, Joan of Arc rescued France from domination by England. Subjected to a harsh trial and abandoned by the king she restored to the throne, she was put to death for heresy.

In the early 1400s, England was winning the bitter Hundred Years' War against France. Henry V of England forced the French to accept him as the heir to the insane Charles VI, the king of France. Charles VI's son was also named Charles and called the dauphin, the French title for the successor to the throne. He was disinherited, though, with the acceptance of Henry V as the heir. However, in 1422 both Charles VI and Henry V died. The dauphin was able to control southern France. The English held the north, and the powerful French duke of Burgundy, who was allied to the English, held much of eastern France. Joan's hometown of Domrémy remained loyal to the dauphin, however.

The English hoped to gain control of southern France by capturing the city of Orléans. They laid siege to the city, and French soldiers were barely able to defend it. Then Joan arrived.

Born around 1412, she had led the life of a typical village girl until about 1425, when she began to have visions of saints who spoke to her. She said the saints "told me of the pitiful state of France and told me that I must go [help] the king of France." After failing to gain an audience with the future ruler twice, she was finally accepted. She had to travel 11 days through enemy lines to reach the dauphin and was initially treated with suspicion. After being examined, she was found to be pious and sincere. Charles gave her the rank of captain, equipped her with a detachment of soldiers, and sent her to join the fighting at Orléans.

Joan reached the city and began to inspire hope. She made the French soldiers renounce their sinful

practices and dedicate themselves to a holy fight. Her arrival also brought needed supplies, and her accurate predictions of what would occur in the battle won the soldiers' confidence in her. On May 7, 1429, the French were about to be overrun. Joan, injured, cried "In God's name, charge boldly!" She led a counterattack that brought a French victory. The English ended the siege, and soon French forces had defeated the English in many nearby towns.

On Joan's urging, Charles' forces moved farther north. They won many cities, either in battle or simply because the towns began to recognize the dauphin's authority. On July 17, the heir was crowned as King Charles VII in the city of Reims.

In the fall, Joan was again wounded in a failed attack on the English army at Paris. During the following spring, she attacked the English again, this time against the wishes of Charles. He wanted to end the war through diplomacy. In May of 1430, she was surrounded and captured by the forces of the duke of Burgundy. He quickly gave her to the English, who put her on trial for heresy. Hearing the voices of saints, they charged, was a sign of witchcraft. Charles did nothing to gain her release.

Joan stood firm through most of the long trial. French church officials under control of the English questioned her honesty. The church officials threatened her with torture and produced false evidence. Finally, weakened, she signed a paper renouncing the voices she heard and was sentenced to life in prison. Soon, though, the church said she had resumed her sorcery and condemned her to death. On May 30, 1431, she was burned at the stake.

## Questions

1. **Making Generalizations** Describe the political situation in France when Joan began to see visions.
2. **Recognizing Facts and Details** Give two examples of Joan's courage.
3. Find examples to support the idea that Joan was devoutly religious.

**CHAPTER**  
**14****Section 3****CONNECTIONS ACROSS TIME AND CULTURES*****New Beginnings for Democracy*****THEMATIC CONNECTION:**  
**POWER AND AUTHORITY**

*As you learned in this chapter, England and France created strong central governments and began certain democratic traditions. In Chapter 5, you read about democracy in Greece's golden age. Although separated by over a thousand years, the democracies of ancient Greece and the emerging nations of England and France shared common features. Many of the democratic traditions they developed form the basis for modern-day concepts of law and government. To identify these traditions, answer the questions that follow.*

1. Athens created a direct democracy in which citizens ruled directly and not through representatives. Male citizens served in the assembly and established important government policies for the city-state. How does this form of government compare with the legislative groups set up in England and France? \_\_\_\_\_  
\_\_\_\_\_
2. Trial by jury existed in Athens and juries varied in size from 201 to 1000 citizens. How were juries used in medieval England? How did Henry II and Louis IV strengthen the royal courts of justice in England and France? \_\_\_\_\_  
\_\_\_\_\_
3. The Greek lawmaker Dracon created the first written code of law in Greece. He introduced the legal concept that citizens could bring charges against wrongdoers on behalf of a victim of crime. What legal rights were established in the Magna Carta? \_\_\_\_\_  
\_\_\_\_\_
4. In Greece, Pericles increased the number of public officials who were paid, thus allowing poor citizens to hold office. What role did commoners play in the governments of England and France? \_\_\_\_\_  
\_\_\_\_\_
5. Which principles of law and government followed in the United States today have their origins in the democratic traditions that evolved in Western Europe? \_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**14****Section 1****RETEACHING ACTIVITY***Church Reform and  
the Crusades*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                     |                             |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| _____ 1. a style of architecture that evolved in medieval Europe in the early 1100s                                                 | a. Richard the Lion-Hearted |
| _____ 2. a court held by the Church to suppress heresy, or the practice of religious beliefs that differed from those of the Church | b. Crusade                  |
| _____ 3. the region called Palestine where Jesus lived and preached                                                                 | c. Inquisition              |
| _____ 4. the pope who called for “holy war” in 1093                                                                                 | d. Holy Land                |
| _____ 5. the practice of selling positions in the Church                                                                            | e. simony                   |
| _____ 6. another term for “holy war” to take control of the Holy Land                                                               | f. Gothic                   |
| _____ 7. the long effort by the Spanish to drive the Muslims out of Spain                                                           | g. Reconquista              |
| _____ 8. a pilgrimage by children who set out to conquer Jerusalem with the belief that God supported their efforts                 | h. Saladin                  |
| _____ 9. the English king who was left to lead the Third Crusade and regain the Holy Land                                           | i. Children’s Crusade       |
| _____ 10. Muslim leader who allowed Christians to freely visit the Holy Land after reaching a truce with the English king in 1192   | j. Urban II                 |



CHAPTER  
14

## RETEACHING ACTIVITY

*Changes in Medieval Society*

## Section 2

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

journeymen  
surname  
vernacular

Commercial Revolution  
guild  
Thomas Aquinas

scholastics  
burghers  
letters of credit

three-field system

1. The first \_\_\_\_\_ was a group of merchants who worked to improve the economic and social conditions of its members.
2. Merchants and craftspeople who lived in the towns and who demanded privileges such as freedom from tolls and the right to govern their town were called \_\_\_\_\_.
3. \_\_\_\_\_ were documents given by a bank to an individual allowing that person to withdraw an amount of money from that bank or one of its branches.
4. The \_\_\_\_\_ allowed villages to grow more food by organizing land into three fields instead of two.
5. In the 1100s, poets began to use the everyday language of their homeland, or the \_\_\_\_\_.
6. Scholars who met together at universities were known as schoolmen, or \_\_\_\_\_.
7. The expansion of trade and business as agriculture was expanding is called the \_\_\_\_\_.
8. In many European countries, your \_\_\_\_\_ could also label your profession.
9. A scholar in the 1200s named \_\_\_\_\_ said that logic could prove many religious truths.
10. A day worker, known as a \_\_\_\_\_, had to complete several steps in order to become a master in his craft.

**CHAPTER**  
**14****Section 3****RETEACHING ACTIVITY***England and France Develop*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                    |                          |
|----------------------------------------------------------------------------------------------------|--------------------------|
| ____ 1. a legislative assembly made up of the House of Commons and the House of Lords              | a. common law            |
| ____ 2. the English king who introduced the use of juries to the English judicial system           | b. Estates-General       |
| ____ 3. an assembly made up of the First, Second, and Third Estates                                | c. Magna Carta           |
| ____ 4. Anglo-Saxon ruler who was defeated by the Normans at the Battle of Hastings                | d. Hugh Capet            |
| ____ 5. the duke of Normandy who defeated the Anglo-Saxons to conquer England                      | e. Harold Godwinson      |
| ____ 6. French duke who began a dynasty of French kings that ruled France from 987 to 1328         | f. Philip II             |
| ____ 7. a document that guaranteed basic political rights and limited the English king's powers    | g. parliament            |
| ____ 8. a unified body of law that became the basis for law in many English-speaking countries     | h. William the Conqueror |
| ____ 9. Danish king that conquered England and molded the Anglo-Saxons and Vikings into one people | i. Henry II              |
| ____ 10. Capetian king who greatly expanded the French kingdom's lands                             | j. Canute                |

**CHAPTER**  
**14****Section 4****RETEACHING ACTIVITY***The Hundred Years' War  
and the Plague*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

Edward III  
longbow  
Jan Hus

Bubonic Plague  
Great Schism  
Avignon

John Wycliffe  
Hundred Years' War

Joan of Arc  
Philip IV

1. The movement of the papacy from Rome to \_\_\_\_\_ greatly weakened the power of the Church.
2. The \_\_\_\_\_ was a division in the Church with three popes ultimately vying for power.
3. The \_\_\_\_\_ was a very deadly disease that had many social and economic effects on the European population.
4. \_\_\_\_\_ persuaded the College of Cardinals to elect a Frenchman as Pope.
5. \_\_\_\_\_ was a woman who helped rescue France from its English conquerors.
6. The use of the \_\_\_\_\_ by the English army greatly revolutionized European warfare.
7. The \_\_\_\_\_ was a great war between England and France, which began when the last Capetian king died without a successor.
8. \_\_\_\_\_, a follower of Wycliffe, preached that the authority of the Bible was higher than that of the pope.
9. \_\_\_\_\_ taught that Jesus Christ, not the pope, was the true head of the Church.
10. The Hundred Years' War began when the English king, \_\_\_\_\_, claimed the right to the French throne.

**CHAPTER**  
**15****Section 1****GUIDED READING** *North and Central  
African Societies*

**A. Drawing Conclusions** As you read this section, take notes to answer questions about three types of societies that developed in the various topographical regions of Africa.

**Hunting-gathering societies formed close-knit family groups.**

|                                                                  |                                                           |
|------------------------------------------------------------------|-----------------------------------------------------------|
| 1. What are some characteristics of a hunting-gathering society? | 2. Why are written laws not necessary in these societies? |
|------------------------------------------------------------------|-----------------------------------------------------------|

**Stateless societies, which existed near the coast, were based on extended family ties.**

|                                                          |                                                   |
|----------------------------------------------------------|---------------------------------------------------|
| 3. What are some characteristics of a stateless society? | 4. What are some advantages of an age-set system? |
|----------------------------------------------------------|---------------------------------------------------|

**Muslim societies developed in North Africa.**

|                                                         |                                                         |
|---------------------------------------------------------|---------------------------------------------------------|
| 5. What are some characteristics of a Muslim theocracy? | 6. How did Muslim law affect individual Islamic states? |
|---------------------------------------------------------|---------------------------------------------------------|

**B. Determining Main Ideas** Explain how the terms **Maghrib**, **Almoravids**, and **Almohads** relate to African societies.



CHAPTER  
**15**

GUIDED READING *West African Civilizations*

Section 2

**A. Analyzing Causes and Recognizing Effects** As you read about the empires and states that arose in West Africa, briefly note the causes or effects (depending on which is missing) of each situation.

| Causes                                                                                                                                 | Effects                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1. Berbers discovered that camels could cover greater distances than other pack animals and could travel up to ten days without water. |                                                                                                |
| 2. The Muslim Almoravids disrupted the gold-salt trade that Ghana had controlled.                                                      |                                                                                                |
| 3.                                                                                                                                     | The people of Mali, who lived in the region of the new trade routes, were able to seize power. |
| 4.                                                                                                                                     | The empire of Mali weakened.                                                                   |
| 5.                                                                                                                                     | Moroccan troops quickly defeated the Songhai warriors.                                         |
| 6. The city-states of Kano and Katsina were located along the route that linked other West African states with the Mediterranean.      |                                                                                                |
| 7. The largest Yoruba kingdoms produced surplus food, which was sent to cities.                                                        |                                                                                                |

**B. Summarizing** On the back of this paper, briefly identify each term or name.

Sundiata

Mansa Musa

Ibn Battuta

Yoruba

Benin

**CHAPTER**  
**15**  
**Section 3**

**GUIDED READING**

*Eastern City-States and  
Southern Empires*

**A. Summarizing** As you read this section, make notes to answer the questions.

|                                                                                                        |    |    |    |
|--------------------------------------------------------------------------------------------------------|----|----|----|
| 1. How did the monsoons help change the existing villages of East Coast Africa into bustling seaports? |    |    |    |
| 2. How did Kilwa's location contribute to its wealth and power?                                        |    |    |    |
| 3. What was the importance of the Portuguese conquest of Sofala, Kilwa, and Mombasa?                   |    |    |    |
| 4. What were the geographical advantages of Great Zimbabwe?                                            |    |    |    |
| 5. How did the Muslims influence the development of East African cities?                               |    |    |    |
| 6. How did the Mutapa Empire become great? List four reasons.                                          |    |    |    |
| a.                                                                                                     | b. | c. | d. |

**B. Clarifying** On the back of this paper, identify each of the following: **Swahili**, **Great Zimbabwe**, and **Mutapa**.

**BUILDING VOCABULARY***Societies and Empires  
of Africa*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                     |                                                                                                                     |
|---------------------|---------------------------------------------------------------------------------------------------------------------|
| ____ 1. Ghana       | a. West African kingdom that grew wealthy from the gold trade and became an empire in the 1200s                     |
| ____ 2. Almoravids  | b. first great leader of Mali                                                                                       |
| ____ 3. Mali        | c. African language formed from a Bantu language and Arabic                                                         |
| ____ 4. Almohads    | d. West African kingdom that grew wealthy by taxing goods carried by traders and that became an empire by about 800 |
| ____ 5. Sundiata    | e. part of North Africa that is today the Mediterranean coast of Libya, Tunisia, Algeria, and Morocco               |
| ____ 6. Ibn Battuta | f. African historian who traveled through most of the countries in the Islamic world                                |
| ____ 7. Maghrib     | g. group of Berbers who belonged to a strict Muslim brotherhood founded by Ibn Yasin                                |
| ____ 8. Swahili     | h. group of Berber Muslim reformers who followed the teachings of Ibn Tumart                                        |

**B. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The city in southeastern Africa that became the capital of a thriving empire built on the gold trade between the 1200s and the 1400s was (a) Benin (b) Mali (c) Great Zimbabwe.
2. The Muslim ruler of Mali who expanded the empire to about twice the size of the empire of Ghana was (a) Mutapa (b) Mansa Musa (c) Ibn Battuta.
3. The West African empire that was built by Sunni Ali in the late 1400s was (a) Songhai (b) Benin (c) Ghana.
4. The group of people who ruled city-states between 1000 and 1200 in what is today northern Nigeria were the (a) Hausa (b) Swahili (c) Mutapa.
5. The group of people who built the kingdoms of Ife and Oyo in West Africa were the (a) Hausa (b) Yoruba (c) Swahili.
6. The empire in southern Africa that was founded by Mutota to replace Great Zimbabwe was (a) Maghrib (b) Benin (c) Mutapa.

**C. Writing** Write a brief summary of the key features of stateless societies in Africa using the following terms.

lineage      stateless societies      patrilineal      matrilineal

**CHAPTER**  
**15****Section 3****SKILLBUILDER PRACTICE** *Analyzing Causes*

*As you read the passages below, look for cause-and-effect relationships in the Portuguese conquest of East African trade cities. Then complete the cause-and-effect diagram below. (See Skillbuilder Handbook)*

**The Portuguese Reach East Africa**

In 1498, Vasco da Gama, a Portuguese navigator, became the first European to reach East Africa. Having rounded the tip of the Cape of Good Hope, he and his expedition were sailing north to India in search of Asian wealth. Instead, the Portuguese discovered great wealth in city-states along Africa's east coast. In the marketplaces of Kilwa, Mombasa, and Sofala there were porcelain bowls and vases from China, jewels and cotton cloth from India, and gold and ivory from Zimbabwe. The Portuguese were anxious to trade for these African riches, but

the Swahili people were not interested. According to some accounts, the Swahili viewed the Portuguese as ill-mannered and their trading goods as cheap.

Armed with muskets and cannons, weapons unknown in East Africa, the Portuguese began a campaign of piracy on the seas and attacks on land. One by one, the Swahili cities fell to Portuguese attackers. Although the Portuguese captured the Swahili towns, they did not succeed in ruling them. They could not replace the governments and trade networks. Heavy taxes and frequent wars led to the destruction of trade and the eventual decline of the coastal city-states.

1. **Eager for Asian wealth, Portuguese sail north to India along East African coast.**



2.



3.



4.



5.



6. **Trade is destroyed and East African city-states decline.**

**CHAPTER**  
**15****GEOGRAPHY APPLICATION: MOVEMENT*****Ibn Battuta Travels to Mali*****Section 2**

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

Ibn Battuta, a Muslim from Morocco, made a pilgrimage to Mecca in 1325 at the age of twenty-one. That trip piqued his curiosity about the world and he set out on a 75,000-mile journey to India, the Middle East, and China. However, it was only at the end of his travels that Ibn Battuta decided to explore his native West African region.

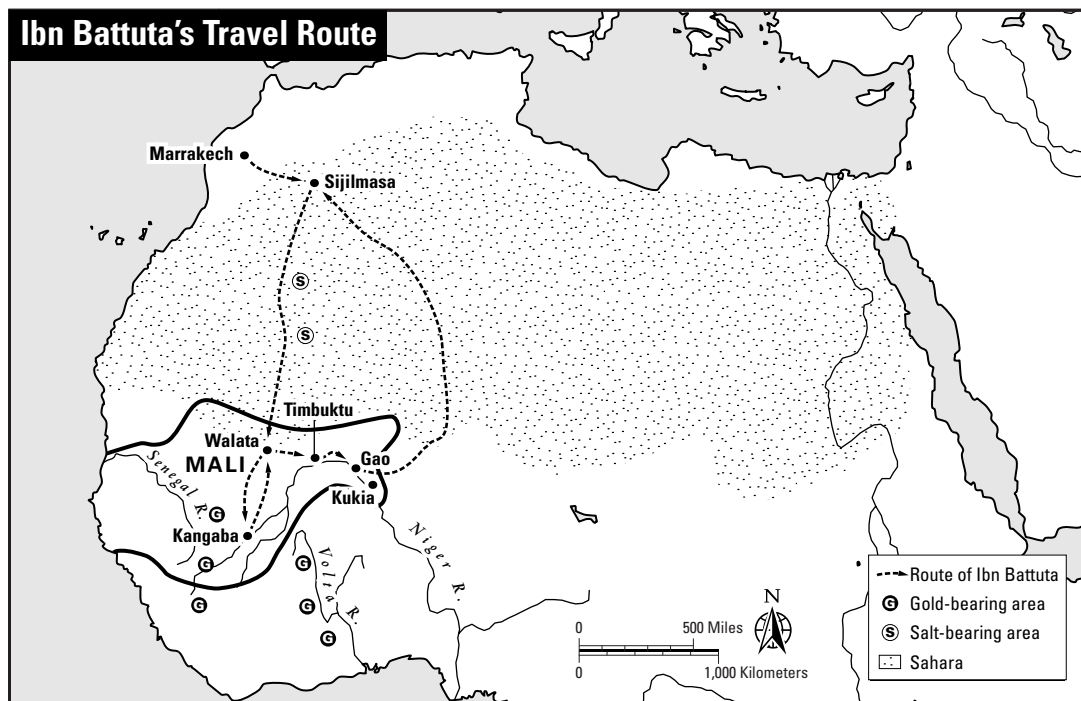
Ibn Battuta decided to visit Mali, a kingdom known for its abundance of gold and salt. He began his journey in the fall of 1351, spurred by the fact that it was the only Islamic country he had not seen. After traveling to Sijilmasa, he spent four months there waiting for the cooler and wetter months of winter. In February 1352, Ibn Battuta, accompanied by a large caravan, began crossing the Sahara Desert. Using a camel, which can carry a load between 275 and 330 pounds and can go ten days without water, he reached Walata sometime in April.

When Ibn Battuta arrived there, the casual interaction between men and women shocked him.

On one occasion, he went to see a local scholar and found the man's wife chatting casually with another man in their courtyard. Ibn Battuta expressed his disapproval and then promptly left the house, never to return.

In Kangaba the Mansa (king) received Ibn Battuta. After the ceremony, Ibn Battuta received word that the Mansa Sulayman had sent him a gift. Because of the gold and riches lavished on him by other kings, he was disappointed when he found that the gift consisted of three loaves of bread, a piece of fried beef, and some yogurt. The king went on to ignore Ibn Battuta, but months later finally provided him with a house and gold.

Ibn Battuta did not have great affection for Mansa Sulayman, but he respected Mali's stable government and the devotion of the Mali people to Muslim prayers and the Qu'ran. Ibn Battuta finally left Mali in the fall of 1353. He returned to Morocco to write about his lifetime of travels.



**Interpreting Text and Visuals**

1. Before entering the northern Sahara Desert, Ibn Battuta passed through what city? \_\_\_\_\_
2. Name three cities along the Niger River visited by Ibn Battuta. \_\_\_\_\_  
\_\_\_\_\_
3. About how many miles did he travel from Sijilmasa to Walata? About how many miles long was his entire journey? \_\_\_\_\_  
\_\_\_\_\_
4. Along which rivers were gold-bearing areas located? \_\_\_\_\_  
\_\_\_\_\_
5. Where were the salt-bearing areas located? \_\_\_\_\_  
\_\_\_\_\_
6. After leaving Kangaba, Ibn Battuta returned northward to the city of Walata before heading east to Timbuktu, even though this was not the most direct route. Why might he have done this? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What did Ibn Battuta's expecting gold from Mansa Sulayman indicate about the gifts that he received from other kings? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**15**

## Section 1

## PRIMARY SOURCE

## What to Wear to Mecca

by Ibn Khaldun

*Ibn Khaldun (1332–1406) was an Islamic historian and philosopher from Tunis. One of his books, the Muqaddimah, describes Islamic life and culture and contains such explanations as how Muslim traders should best conduct their business in Africa. What was Ibn Khaldun's explanation of how to dress appropriately on a hajj, or pilgrimage, to Mecca?*

It should be known that people who are temperate in their humanity cannot avoid giving some thought to keeping warm, as they do to shelter. One manages to keep warm by using woven material as protective cover against both heat and cold. This requires the interlacing of yarn, until it turns out to be a complete garment. This is spinning and weaving.

Desert people restrict themselves to this. But people who are inclined toward sedentary culture cut the woven material into pieces of the right size to cover the form of the body and all of its numerous limbs in their various locations. They then put the different pieces together with thread, until they turn out to be a complete garment that fits the body and can be worn by people. The craft that makes things fit is tailoring.

These two crafts are necessary in civilization, because human beings must keep warm.

The purpose of [weaving] is to weave wool and cotton yarn in warp and woof and do it well, so that the texture will be strong. Pieces of cloth of certain measurements are thus produced. Some are garments of cotton and linen for wear.

The purpose of tailoring is to give the woven material a certain form in accordance with the many different shapes and customs [that may occur in this connection]. The material is first cut with scissors into pieces that fit the limbs of the body. The pieces are then joined together with the help of skillful tailoring according to the rules, either by the use of thread, or with bands, or [one] quilts [them], or cuts openings. This [craft] is restricted to sedentary culture, since the inhabitants of the desert can dispense with it. They merely cover themselves with cloth. The tailoring of clothes, the cutting, fitting, and sewing of the material, is one of the various methods and aspects of sedentary culture.

This should be understood, in order to understand the reason why the wearing of sewn garments is forbidden on the pilgrimage. According to the religious law, the pilgrimage requires, among other things, the discarding of all worldly attachments and the return to God as He created us in the beginning. Man should not set his heart upon any of his luxury customs, such as perfume, women, sewn garments, or boots. He should not go hunting or expose himself to any other of the customs with which his soul and character have become colored. When he dies, he will necessarily lose them [anyhow]. He should come [to the pilgrimage] as if he were going to the Last Judgment, humble in his heart, sincerely devoted to his Lord. If he is completely sincere in this respect, his reward will be that he will shed his sins [and be] like he was on the day when his mother gave birth to him. Praised be You! How kind have You been with Your servants and how compassionate have You been with them in their search for guidance toward You!

from Ibn Khaldun, *The Muqaddimah, An Introduction to History*, Franz Rosenthal, trans. Reprinted in Alvin M. Josephy, Jr., ed., *The Horizon History of Africa* (New York: American Heritage Publishing Co., 1971), 157.

### Discussion Questions

#### Determining Main Ideas

1. According to this passage, why are the crafts of weaving and tailoring necessary?
2. Why was it forbidden to wear sewn garments on the pilgrimage to Mecca?
3. **Making Inferences** What Islamic values does this excerpt reflect?



CHAPTER  
**15**  
Section 2

## PRIMARY SOURCE Benin Bronze Sculpture

*Artists in Benin fashioned bronze plaques, heads of the royal family, and figurines like this one. Made in 16th-century Benin, this figurine represents a messenger of the oba, or ruler. He wears a royal insignia, a cap, and a cross, and has facial markings called whisker scars. He also carries a staff, a rod or baton carried as a symbol of authority.*



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### Discussion Questions

#### *Determining Main Ideas*

1. What part of this figurine's attire indicates that he is a royal messenger?
2. How can you tell that this figurine was cast after the Portuguese arrived in Benin?

3. **Drawing Conclusions** Compare this bronze sculpture with those in your textbook. What conclusions about life in Benin might you draw from these sculptures?

CHAPTER  
**15**  
Section 2

## PRIMARY SOURCE The Making of Benin Bronzes

*According to tradition, artists in Benin learned the lost-wax process of making bronze sculpture from their Ife neighbors. The following description of this technique comes from an oral account of a Hausa artisan from northern Nigeria. What materials and skills did artists in Benin use to make bronze figures?*

In the name of Allah the Compassionate, the Merciful. This account will show how the [Benin] figures are made. This work is one to cause wonder. Now this kind of work is done with clay, and wax, and red metal [copper], and solder [zinc], and lead, and fire. The first thing to be done if one of the figures is to be made, is to get clay and work it most thoroughly, and get the little stones which are in it worked out. It is well worked in the hands. Next the shape of the top of a head is constructed [from the clay], and then the jaws on the same piece as the top of the head. Then the nose is shaped, and the eyes and the lips made. Then a certain stick which has been shaped like a knife is put [against the model] and it is smoothed [with this]. A very little water is put on when it is being thus smoothed until it is perfect; then it is set in the sun to dry. Next wax is melted and poured over it [the clay model], [and] then it is gone over [again] with the knife. As it [the wax] hardens it is smoothed over. . . . The eyes get the finishing touches, [and] the eyebrows, and mouth and chin and beard. Then this stick like a knife is got out [and] dipped in water [and] pressed against the wax, [and] passed over it—it is well smoothed [and] shines [all over]. If the model is of a woman's head then the hair adornment is put on. . . . Then he sits down—this [part of the work] is completed. There remains the pouring in of the metal. When he has finished . . . he takes up mud [and] covers the whole head with it; leaving only a small hole. He puts it in the sun to dry—this part is finished. There remains the pouring in of the metal.

This description is of the pouring in of the metal. The way the metal is poured in is [as follows]. When the fire has been brought it is poured into the melting-furnace, [and] the bellows are set to work [and] the fire blown [and] charcoal poured in. Then the model is lifted [and] placed on the fire.

Water is poured into a pot or cup. When the model has become heated then the wax inside melts. Then it is taken up, the tongs, or some [take] a stick, are placed across the pot [of water], and the figure put on top, and the wax keeps dropping out. And it is held so till all the wax has melted and dropped into the water. Then a great quantity of charcoal is poured [into the furnace]. The figure [in clay] is set on the fire. Bars of metal are continually being cut with a hammer; many pieces are broken up in this way, [and] put in the smelting-pot. Then they scrape out a hole in the charcoal and put the smelting-pot in, replace the charcoal again, [and] cover up. The [mud] figure is brought and set. [It is set] on the fire. They keep blowing the bellows, and this clay lump is turned till red hot. Then the metal has melted, then the figure is taken up, a hole is dug, [and] it is placed in it so that it is firmly set. The hole left in the clay is cleared out and the melted metal poured in. If it is filled, that is well; if not, more is added to fill it. If full then [the work] is finished. Next it is set aside to cool, then [the outside covering of clay] is broken off. Then you see a beautiful figure. That is it. The work of Ali is completed.

from R. Sutherland Rattray, trans., *Hausa Folklore Customs, and Proverbs: Part IV Arts How Benin Figures Are Made* (London: Oxford University Press). Reprinted in Alvin M. Josephy, ed., *The Horizon History of Africa* (American Heritage, 1971), 205–206.

### Activity Options

1. **Following Chronological Order** Write a list of steps, in chronological order, to explain how to make Benin bronze figures.
2. **Comparing and Contrasting** Invite an artist or art teacher to discuss how bronze sculpture is made. Then, as a class, compare modern techniques with the Benin techniques.

CHAPTER  
**15**

Section 3

**PRIMARY SOURCE** *from The Book of Roger*  
by Al-Idrisi

*The first Western accounts of the East African coast appear in the writings of Al-Idrisi, a 12th-century Moroccan Muslim scholar. Al-Idrisi spent most of his life in Palermo at the court of Roger II, a Norman ruler of Sicily, where he compiled a world history. Watch for details that are obviously false or exaggerated as you read this excerpt from Al-Idrisi's history, The Book of Roger.*

The Zanj of the East African coast have no ships to voyage in, but use vessels from Oman and other countries which sail to the islands of Zanj which depend on the Indies. These foreigners sell their goods there, and buy the produce of the country. The people of the Djawaga islands go to Zanzibar in large and small ships, and use them for trading their goods, for they understand each others' language. Opposite the Zanj coasts are the Djawaga islands; they are numerous and vast; their inhabitants are very dark in color, and everything that is cultivated there, fruit, sorghum, sugar-cane and camphor trees, is black in color. Among the number of the islands is Sribuza . . . pearl fisheries and various kinds of aromatic plants and perfumes are to be found there, which attract the merchants.

Among the islands of Djawaga included in the present section is Andjuba [Anjouan-Johanna], whose principal town is called Unguja in the language of Zanzibar, and whose people, although mixed, are actually mostly Muslims. The distance from it to Banas on the Zanj coast is 100 miles. The island is 400 miles round; bananas are the chief food. . . . It is a healthy, sweet, and pleasant food. The island is traversed by a mountain called Wabra. The vagabonds who are expelled from the town flee there, and form a brave and numerous company. . . . They are courageous, and feared for their arms and their number. The island is very populous; there are many villages and cattle. They grow rice. There is a great trade in it, and each year various products and goods are brought for exchange and consumption.

From Medouna [on the Somali coast] to Malindi, a town of the Zanj, one follows the coast for three days and three nights by sea. Malindi lies on the shore, at the mouth of a river of sweet

water. It is a large town, whose people engage in hunting and fishing. On land they hunt the tiger and other wild beasts. They obtain various kinds of fish from the sea, which they cure and sell.

They own and exploit iron mines; for them iron is an article of trade and the source of their largest profits. They pretend to know how to bewitch the most poisonous snakes so as to make them harmless to everyone except those for whom they wish evil or on whom they wish to take vengeance. They also pretend that by means of these enchantments the tigers and lions cannot hurt them.

It is two days' journey along the coast to Mombasa. This is a small place and a dependency of the Zanj. Its inhabitants work in the iron mines and hunt tigers. They have red colored dogs which fight every kind of wild beast and even lions. This town lies on the sea shore near a large gulf up which ships travel two days' journey. . . . In this town lives the King of Zanzibar. His guards go on foot because they have no mounts: horses cannot live there.

*from Al-Idrisi, The Book of Roger. Reprinted in Alvin M. Josephy, ed., The Horizon History of Africa (American Heritage, 1971), 159–160.*

## Research Options

1. **Categorizing** Use a map to locate cities along the coast of East Africa that Al-Idrisi mentions in his account. In which modern-day African countries are these cities located?
2. **Synthesizing** Use the Internet, a book about Africa, or an encyclopedia to research either modern-day Comoros (the Djawaga islands) or Zanzibar. Then work with a small group of classmates to write a script for a travelogue about Comoros or Zanzibar.

CHAPTER  
**15**

Section 2

LITERATURE SELECTION

*from Sundiata: An Epic of  
Old Mali*

by D. T. Niane

*Much of the history of Mali is known today partly because of its people's tradition of telling oral histories and partly because of the writings of Arab travelers. The following story, from the oral history of Mali's emperor Sundiata, describes a famous battle at Krina in 1235. The battle, between Sundiata and Sumanguru (also spelled Soumaoro), the tyrannical king of Sosso, was a struggle for control of Mali. After seven centuries, Sundiata's triumph over Sumanguru is still told by the griots, or storytellers, of modern Mali. As you read, think about how Sundiata defeated his enemy.*

Soumaoro advanced as far as Krina, near the village of Dayala on the Niger and decided to assert his rights before joining battle. Soumaoro knew that Sundiata also was a sorcerer, so, instead of sending an embassy, he committed his words to one of his owls. The night bird came and perched on the roof of Djata's [Sundiata's] tent and spoke. The son of Sogolon [another epithet for Sundiata] in his turn sent his own to Soumaoro. Here is the dialogue of the sorcerer kings:

"Stop, young man. Henceforth I am the king of Mali. If you want peace, return to where you came from," said Soumaoro.

"I am coming back, Soumaoro, to recapture my kingdom. If you want peace you will make amends to my allies and return to Sosso where you are the king."

"I am king of Mali by force of arms. My rights have been established by conquest."

"Then I will take Mali from you by force of arms and chase you from my kingdom." "Know, then, that I am the wild yam of the rocks; nothing will make me leave Mali."

"Know, also that I have in my camp seven master smiths who will shatter the rocks. Then, yam, I will eat you."

"I am the poisonous mushroom that makes the fearless vomit."

"As for me, I am the ravenous cock, the poison does not matter to me."

"Behave yourself, little boy, or you will burn your foot, for I am the red-hot cinder."

"But me, I am the rain that extinguishes the cinder; I am the boisterous torrent that will carry

you off."

"I am the mighty silk-cotton tree that looks from on high on the tops of other trees."

"And I, I am the strangling creeper that climbs to the top of the forest giant."

"Enough of this argument. You shall not have Mali."

"Know that there is not room for two kings on the same skin, Soumaoro; you will let me have your place."

"Very well, since you want war I will wage war against you, but I would have you know that I have killed nine kings whose heads adorn my room. What a pity that your head should take its place beside those of your fellow madcaps."

"Prepare yourself, Soumaoro, for it will be long before the calamity that is going to crash down upon you and yours comes to an end."

Thus Sundiata and Soumaoro spoke together. After the war of mouths, swords had to decide the issue. . . .

At break of day, Fakoli came and woke up Sundiata to tell him that Soumaoro had begun to move his *sofas* [infantry] out of Krina.

The son of Sogolon appeared dressed like a hunter king. He wore tight-fitting, ochre-colored trousers. He gave the order to draw up the *sofas* across the plain, and while his chiefs bustled about, [two officers] came into Djata's tent.

"Brother," said Manding Bory, "have you got the bow ready?"

"Yes," replied Sundiata. "Look."

He unhooked his bow from the wall, along with the deadly arrow. It was not an iron arrow at all,

***"Know, then, that  
I am the wild yam  
of the rocks;  
nothing will make  
me leave Mali."***



but was made of wood and pointed with the spur of a white cock. The cock's spur was the Tana of Soumaoro, the secret which Nana Triban had managed to draw out of the king of Sosso. . . .

The sun had risen on the other side of the river and already lit the whole plain. Sundiata's troops deployed from the edge of the river across the plain, but Soumaoro's army was so big that other *sofas* remaining in Krina had ascended the ramparts to see the battle. Soumaoro was already distinguishable in the distance by his tall headdress, and the wings of his enormous army brushed the river on one side and the hills on the other. . . . Sundiata did not deploy all his forces. The bowmen of Wagadou and the Djallonkes stood at the rear ready to spill out on the left towards the hills as the battle spread. Fakoli Koroma [king of the Koroma tribe and a defector from the army of Soumaoro, his uncle] and Kamandjan were in the front line with Sundiata and his cavalry.

With his powerful voice Sundiata cried, "An *gnewa!* [Forward!]" The order was repeated from tribe to tribe and the army started off. Soumaoro stood on the right with his cavalry.

Djata and his cavalry charged with great dash but they were stopped by the horsemen of Diaghan and a struggle to the death began. Tabon Wana and the archers of Wagadou stretched out their lines towards the hills and the battle spread over the entire plain, while an unrelenting sun climbed in the sky. The horses of Mema were extremely agile, and they reared forward with their fore hooves raised and swooped down on the horsemen of Diaghan, who rolled on the ground trampled under the horses' hooves. Presently the men of Diaghan gave ground and fell back towards the rear. The enemy center was broken. It was then that Manding Bory galloped up to announce to Sundiata that Soumaoro, having thrown in all his reserve, had swept down on Fakoli and his smiths. . . .

His eyes red with anger, Sundiata pulled his cavalry over to the left in the direction of the hills where Fakoli was valiantly enduring his uncle's blows. But wherever the son of the buffalo passed, death rejoiced. . . . [Sundiata] looked for Soumaoro and caught sight of him in the middle of the fray. Sundiata struck out right and left and the Sossos

scrambled out of his way. The king of Sosso, who did not want Sundiata to get near him, retreated far behind his men, but Sundiata followed him with his eyes. He stopped and bent his bow. The arrow flew and grazed Soumaoro on the shoulder. The cock's spur no more than scratched him, but the effect was immediate and Soumaoro felt his powers leave him. His eyes met Sundiata's. Now trembling like a man in the grip of a fever, the vanquished Soumaoro looked up towards the sun. A great black bird flew over above the fray and he understood. It was a bird of misfortune.

"The bird of Krina," he muttered.

The king of Sosso let out a great cry and, turning his horse's head, he took to flight. The Sossos saw the king and fled in their turn. It was a rout. Death hovered over the great plain and blood poured out of a thousand wounds. Who can tell how many Sossos perished at Krina? The rout was complete and Sundiata then dashed off in pursuit of Soumaoro. . . .

When Djata had been joined by all the army he marched on Sosso. Soumaoro's city, Sosso, the impregnable city, the city of smiths skilled in wielding the spear. . . .

Sosso was a magnificent city. In the open plain her triple rampart with awe-inspiring towers reached into the sky. The city comprised a hundred and eighty-eight fortresses and the palace of Soumaoro

loomed above the whole city like a gigantic tower. . . .

From the top of a hill, Djata and his general staff gazed upon the fearsome city of the sorcerer-king. The army encamped in the plain opposite the great gate of the city and fires were lit in the camp. Djata resolved to take Sosso in the course of a morning. He fed his men a double ration and the tam-tams beat all night to stir up the victors of Krina.

At daybreak the towers of the ramparts were black with *sofas*. Others were positioned on the ramparts themselves. They were the archers. The Mandingoes were masters in the art of storming a town. In the front line Sundiata placed the *sofas* of Mali, while those who held the ladders were in the second line protected by the shields of the spear-men. The main body of the army was to attack the city gate. When all was ready, Djata gave the order

***Death hovered over  
the great plain  
and blood poured  
out of a thousand  
wounds.***

to attack. The drums resounded, the horns blared and like a tide the Mandingo front line moved off, giving mighty shouts. With their shields raised above their heads the Mandingoes advanced up to the foot of the wall, then the Sossos began to rain large stones down on the assailants. From the rear, the bowmen of Wagadou shot arrows at the ramparts. The attack spread and the town was assaulted at all points. Sundiata had a murderous reserve; they were the bowmen whom the king of the Bobos had sent shortly before Krina. The archers of Bobo are the best in the world. On one knee the archers fired flaming arrows over the ramparts. Within the walls the thatched huts took fire and the smoke swirled up. The ladders stood against the curtain wall and the first Mandingo *sofas* were already at the top. Seized by panic through seeing the town on fire, the Sossos hesitated a moment. The huge tower surmounting the gate surrendered, for Fakoli's smiths had made themselves masters of it. . . . They opened the gates to the main body of the army. . . .

Soumaoro's palace was now at Sundiata's mercy. While everywhere the Sossos were begging for quarter, Sundiata, preceded by Balla Fasseke [Sundiata's *griot*], entered Soumaoro's tower. The *griot* knew every nook and cranny of the palace from his captivity and he led Sundiata to Soumaoro's magic chamber. . . .

The inmates of the chamber had lost their power. The snake in the pitcher was in the throes of death, the owls from the perch were flapping pitifully about on the ground. Everything was dying in the sorcerer's abode. It was all up with the power of Soumaoro. Sundiata had all Soumaoro's fetishes taken down and before the palace were gathered

together all Soumaoro's wives, all princesses taken from their families by force. The prisoners, their hands tied behind their backs, were already herded together. Just as he had wished, Sundiata had taken Sosso in the course of a morning. When everything was outside of the town and all that there was to take had been taken out, Sundiata gave the order to complete its destruction. The last houses were set fire to and prisoners were employed in the razing of the walls. . . .

Yes, Sosso was razed to the ground. It has disappeared, the proud city of Soumaoro. A ghastly wilderness extends over the places where kings came and humbled themselves before the sorcerer king. . . .

Sosso vanished from the earth and it was Sundiata, the son of the buffalo, who gave these places over to solitude. After the destruction of Soumaoro's capital the world knew no other master but Sundiata.

from D. T. Niane, *Sundiata: An Epic of Old Mali* (Harlow, England: Longman Group Ltd., 1965). Reprinted in Alvin M. Josephy, ed., *The Horizon History of Africa* (American Heritage, 1971), 201–203.

## Discussion Questions

### *Determining Main Ideas*

1. How did Sumanguru (Soumaoro) justify his claim to be king of Mali?
2. What event decided the battle of Krina in Sundiata's favor?
3. What was Sosso, and what happened to it?
4. ***Drawing Conclusions*** Which events in the narrative seem likely to have been added to the story of the actual battle?

CHAPTER  
**15**

**HISTORYMAKERS** **Ibn Battuta**  
*World Traveler*

**Section 2**

*"... he who should call him the traveler of the whole body of Islam would not exceed the truth."—Muhammad Ibn Juzayy, describing Ibn Battuta*

From China to Nigeria, from Russia to the Nile, and from Java to Spain, Ibn Battuta traveled to almost every corner of the known world during the early 14th century. Spurred by his unquenchable curiosity, he left his impressions of the people and places, kings and peasants, modes of dress and habits of diet that he found throughout the years and miles of his journeys.

The future world traveler was born in Tangier, Morocco, to a family that had a tradition of serving as judges in the Muslim religious courts. Ibn Battuta was meant for such a career as well and received the proper education for it. He occasionally halted his travels to undertake that role, but those stops were only infrequent and brief.

Ibn Battuta probably was blessed with several advantages that helped him successfully through his trips. His family was probably wealthy, as the great voyager needed money to support himself during almost 30 years of traveling. It is likely, too, that he had considerable charm and graciousness, since he generally met acceptance wherever he went. Most of all, Ibn Battuta must have been endlessly curious.

Ibn Battuta's first journey was not unusual for a Muslim. In 1325, at the age of 21, he undertook the hajj, or pilgrimage to Mecca, that all Muslims are obliged to perform by their faith. He also used the occasion to add to his knowledge of Muslim theology and law. He stopped at most of the important cities of North Africa, including Alexandria, which still enjoyed its reputation as a center of learning, and Cairo, then one of the leading cities of the Muslim world. Reaching Damascus after more than a year of travel, he turned south to cross the blistering deserts of Arabia for Mecca. He returned to Morocco in late 1326.

Ibn Battuta did not stay home for long. He returned to Mecca, where he stayed for three years. After that, he traveled to the Persian Gulf and the Red Sea regions. He also reached the upper Nile River and descended it to see Cairo again. He then journeyed to Turkey and crossed the Black Sea to visit one of the Mongol states that controlled part of Russia. From there he traveled briefly in parts of

Mongolia.

Next, Ibn Battuta visited Constantinople. While there, he even had an interview with the Orthodox Christian emperor of the Byzantine Empire. Ibn Battuta then turned east and crossed the Hindu Kush Mountains into the Indus River valley. For the next eight years he served as a judge to a Muslim ruler in Delhi, India. This period plunged him into serious financial difficulties, however. He was saved when that ruler sent him as head of a delegation to China. Shipwreck ended that plan, and Ibn Battuta moved along the west coast of India. Once again, he stayed and briefly became a judge until he was ready to move on again.

Ibn Battuta's ensuing stops included Ceylon, Burma, and Java. He then turned north to head for China and returned by sea to Damascus. There he heard that his father had died some 15 years earlier. The bubonic plague soon to strike Europe was ravaging Damascus at the time, and Ibn Battuta left a vivid account of the horrors of this disease. Afterward, he returned to Morocco, reaching it in 1349.

The restless traveler did not stay long, however. Within a few years, he was in Muslim Spain and then visited the Islamic kingdoms in West Africa, going as far south as modern Nigeria. Summoned by the ruler of Morocco, he finally returned to Tangier, where he remained until his death some 15 years later. Upon arriving home, his ruler ordered Ibn Juzayy to record the voyager's memories of his experiences. Though occasionally marred by incorrect chronology or exaggerated details, *The Travels of Ibn Battuta* remains a rich and valuable resource on life in many areas of the world in the early to mid-1300s.

## Questions

1. **Making Inferences** What kind of character do you think Ibn Battuta had? Explain.
2. **Drawing Conclusions** What makes Ibn Battuta's journeys so important?
3. **Clarifying** What non-Muslim lands did Ibn Battuta visit?



**CHAPTER**  
**15****HISTORYMAKERS****Mutota***Priest-King in Search of Gold***Section 3***A new power arose in southern Africa hoping to secure access to gold.*

Mutota launched a series of conquests in southern Africa that gained him control of a kingdom abundant in gold. His heirs continued to run the empire until they succumbed to the greater power of other seekers of gold—the Portuguese.

Mutota lived in Great Zimbabwe, an ancient city in southern Africa, until 1420 when it was largely abandoned. People may have left because of overgrazing and dwindling resources. According to the local oral tradition, Mutota headed north seeking better access to salt. When he found it, he conquered the area and started a new empire.

Mutota came from a special segment of the Shona culture, the people who had built Great Zimbabwe. Among the Shona was a group of clans that was called the Karanga. This group was dominated by a clan known as the Rozwi. The Rozwi leader was viewed as the king, and he led the people in both their political and religious lives. Mutota, one of those Rozwi leaders, was one of the kings of the Karanga.

Traveling north, Mutota sought to replace Great Zimbabwe. In just a few short years, he managed to secure most of the area between the Zambezi and Limpopo rivers and founded the Mutapa Empire. He created a new capital in the valley of the Zambezi River. The town was surrounded by a wooden fence. There were three areas that housed the king, the queen, and the young male children of noble families. The noble children lived at the court as a show of support from their families. They were also available as hostages should their families' support for the king weaken.

This gain in territory brought other rewards. The conquests gave Mutota control over large amounts of gold, which he tightly monitored. Whenever anyone living in the realm found gold, he or she instantly summoned a witness who could testify that the discoverer had taken none of the precious substance. Then they marked the spot and left to avoid arrest for taking the king's gold.

To further increase his wealth, Mutota began to impose a tax on all goods entering his realm. Trade was brisk and included textiles, beads, porcelain,

and brass goods. Exports included not just gold but copper and ivory as well.

Mutota died in 1450, but his son Matope completed his work. Matope's realm stretched 600 miles from the Indian Ocean to the interior of Africa and 700 miles north to south. Ruling for 30 years, Matope became the greatest ruler in southern Africa.

Some years after Matope's death, the empire forged by his father and him was still strong. However, the Portuguese were beginning to play a role in this region, and one Portuguese explorer left observations on the power of the reigning king of Mutapa. Making comparisons to other rulers in the area, he called him "the greatest of all these kings" and said "all obeyed him as far as Sofala." Nevertheless, the Mutapa lands were the object of Portuguese interest in the region for the same reason that Mutota had wanted them: to gain control of gold.

The Portuguese first tried to convert the Karangas and then tried to conquer them. Both efforts failed. The Portuguese had trading posts along the Zambezi River but were unable to wrest control of the gold trade from Muslim merchants. It was not until the early 1600s, when the king of Mutapa was beset by internal disputes, that the Portuguese finally had an opening. In the midst of an internal power struggle, the king of Mutapa asked the Portuguese for help. They supplied it, but only after the king signed a paper that promised to give the king of Portugal "... all the mines of gold, copper, iron, lead, and pewter which may be in my empire, so long as the king of Portugal ... shall maintain me in my position." Mutota's vision of a unified and strong state was now destroyed.

**Questions**

1. **Making Inferences** What reasons did Mutota have for leaving the area of Great Zimbabwe?

**Determining Main Ideas**

2. What ways did Mutota use to control the supply of gold?
3. What was the Mutapan capital like?

CHAPTER  
**15**

Section 2

CONNECTIONS ACROSS TIME AND CULTURES

# Trade Routes in Asia and West Africa

THEMATIC CONNECTION:

ECONOMICS

*As you have read in this chapter, African empires grew wealthy and powerful by controlling trade. In Chapter 7, you learned about the Silk Roads, the trade routes that crisscrossed central Asia, and about India's sea trade. How did Africa's overland trade routes compare with the Silk Roads used by Asian traders hundreds of years earlier? How did control of trade affect the people living in the Indian, Chinese, and West African empires? Use the information in Chapters 7 and 15 to fill in the chart.*

|                                                                  | Silk Roads and Sea Trade | West African Routes |
|------------------------------------------------------------------|--------------------------|---------------------|
| 1. What areas did the trade routes connect?                      |                          |                     |
| 2. What were some of the geographic features of the land routes? |                          |                     |
| 3. How were goods transported along the routes?                  |                          |                     |
| 4. Who were the trading partners?                                |                          |                     |
| 5. What goods were traded?                                       |                          |                     |
| 6. How did trade affect economic growth?                         |                          |                     |
| 7. How did trade influence the spread of culture?                |                          |                     |

  
Section 1

## RETEACHING ACTIVITY

*North and Central  
African Societies*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_ 1. In a patrilineal society, members trace their ancestors through their mothers.

\_\_\_\_\_

- \_\_\_\_ 2. Descendants of a common ancestor are called members of a lineage.

\_\_\_\_\_

- \_\_\_\_ 3. The Almohads, a group of Christian reformers, took power from the Almoravids in the 1100s.

\_\_\_\_\_

- \_\_\_\_ 4. In African stateless societies, the rulers were members of a lineage group.

\_\_\_\_\_

- \_\_\_\_ 5. A strict Islamic religious brotherhood called the Almoravids was founded by Abd Allah Ibn Yasin.

\_\_\_\_\_

- \_\_\_\_ 6. The Almoravids lived in fortified monasteries called maghribs.

\_\_\_\_\_

- \_\_\_\_ 7. Men usually held positions of authority, even in patrilineal societies where ancestors were traced through mothers.

\_\_\_\_\_

- \_\_\_\_ 8. Maghrib was part of North Africa that today is Tunisia, Algeria, Morocco, and Libya.

\_\_\_\_\_

**CHAPTER**  
**15****RETEACHING ACTIVITY****West African Civilizations****Section 2**

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The kingdom of _____ was created in 1235, and its wealth was built on gold.<br/>a. Ghana<br/>b. Sundiata<br/>c. Mali<br/>d. Libya</p> <p>_____ 2. A devout Muslim, _____, was one of Mansa Musa's successors who traveled to most of the countries in the Islamic world.<br/>a. Hausa<br/>b. Ibn Battuta<br/>c. Sundiata<br/>d. Askia Muhammad</p> <p>_____ 3. The capital of the _____ empire was Gao.<br/>a. Songhai<br/>b. Mali<br/>c. Mansa Musa<br/>d. Benin</p> <p>_____ 4. The _____ people lived in city-states in what is today northern Nigeria.<br/>a. Yoruba<br/>b. Muslim<br/>c. Ghanese<br/>d. Hausa</p> <p>_____ 5. _____ is a hard ceramic clay that was used to make sculptures.<br/>a. Papyrus<br/>b. Silt<br/>c. Porcelain<br/>d. Terra cotta</p> | <p>_____ 6. Originally _____ meant war chief, but by the 700s, it had become a kingdom that chiefly traded gold and salt.<br/>a. oba<br/>b. ghana<br/>c. Oyo<br/>d. Soninke</p> <p>_____ 7. As the first great ruler of Mali, _____ was cruel and unpopular.<br/>a. Al-Bakri<br/>b. Mansa Musa<br/>c. Sundiata<br/>d. Niani</p> <p>_____ 8. As a skilled military leader, _____ protected Mali and expanded the empire.<br/>a. Mansa Musa<br/>b. Ibn Battuta<br/>c. Sunni Ali<br/>d. Zazzau</p> <p>_____ 9. The kingdom of _____ was located in the forest near the Niger River.<br/>a. Hausa<br/>b. Ghana<br/>c. Benin<br/>d. Songhai</p> <p>_____ 10. In the _____ society, a secret group of religious and political leaders limited the king's authority by reviewing his decisions.<br/>a. Benin<br/>b. West African<br/>c. Nigerian<br/>d. Yoruba</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CHAPTER**  
**15**  
**Section 3****RETEACHING ACTIVITY***Eastern City-States and  
Southern Empires*

**Determining Main Ideas** The following questions deal with eastern city-states and southern empires of Africa. Answer them in the space provided.

1. Where were some places that Muslim traders shipped enslaved Africans? What purposes did the slaves serve in these regions?

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2. What were some of the ways in which Great Zimbabwe acquired wealth?

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3. How did the Portuguese gain control of the Mutapa, and what did the Portuguese conquest of this empire initiate?

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**Determining Main Ideas** Write your answers in the blanks provided.

4. Great empire in Southeastern Africa, established by the Shona people: \_\_\_\_\_
5. Empire that was built by Mutota: \_\_\_\_\_
6. Language that is a blend of the Arabic and Bantu languages: \_\_\_\_\_

**CHAPTER**  
**16****Section 1****GUIDED READING** *North American Societies*

**A. Summarizing** As you read this section, fill out the chart below to describe early North American societies.

| People                       | Environment | Achievements |
|------------------------------|-------------|--------------|
| 1. Pacific Northwest peoples |             |              |
| 2. Pueblo builders           |             |              |
| 3. Mound Builders            |             |              |
| 4. Northeastern tribes       |             |              |

**B. Clarifying** Give examples to show how North American societies were linked to each other.

| Political Links | Economic Links | Cultural Links |
|-----------------|----------------|----------------|
|                 |                |                |

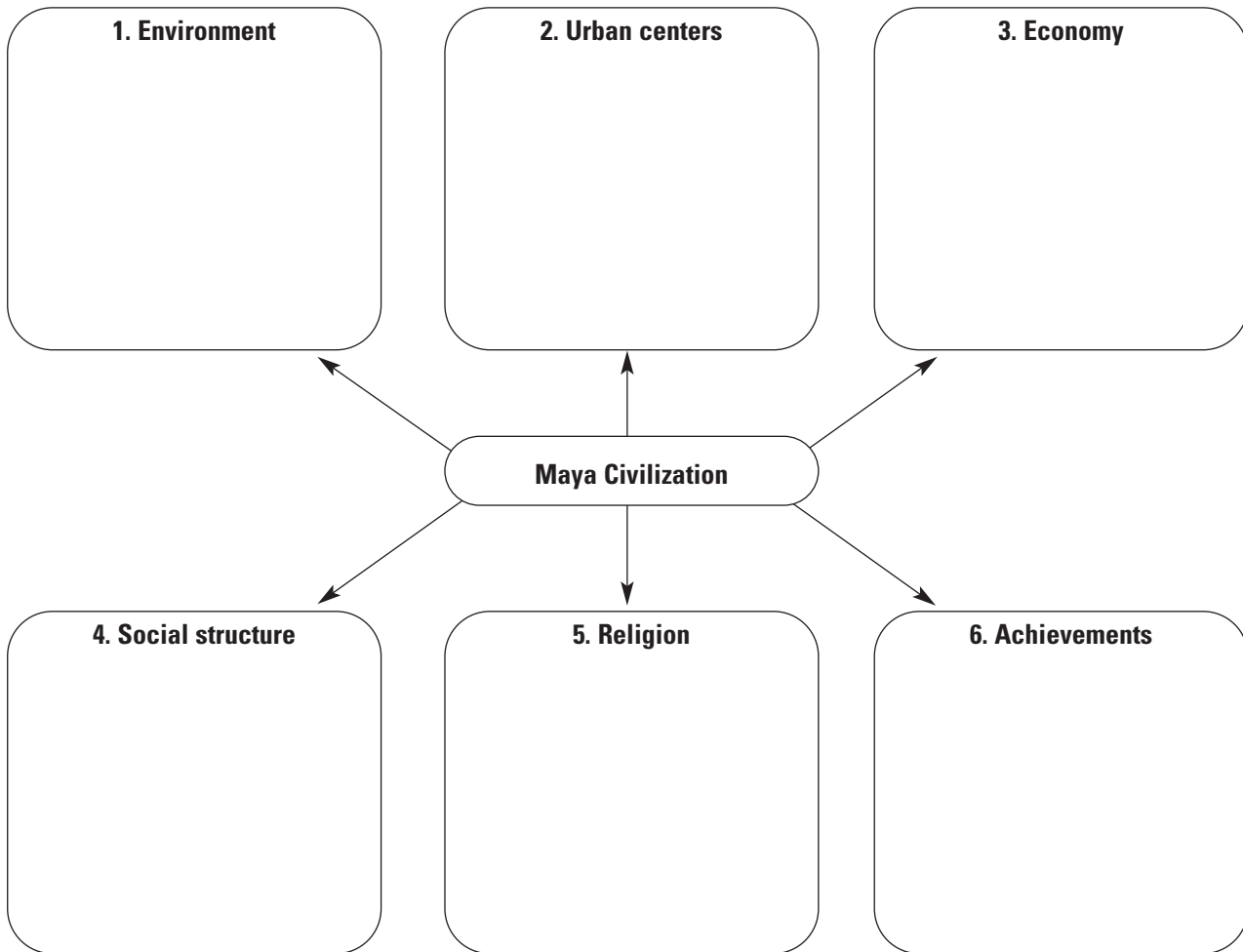
**C. Clarifying** On the back of this paper, identify **potlatch**, **pueblos**, and **totems** and the significance of each in early North American culture.

CHAPTER  
**16**

GUIDED READING *Maya Kings and Cities*

Section 2

**A. Summarizing** As you read about the rise and fall of Maya civilization, fill out the web diagram below.



**B. Analyzing Causes** What explanations do historians offer for the disappearance of Maya city-states? What factors do you think led to the fall of Maya civilization? Give reasons to support your answer.

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**C. Writing Expository Paragraphs** On the back of this paper, write a paragraph explaining how each of the following relate to Maya civilization.

Tikal                  glyph                  codex                  *Popol Vuh*



CHAPTER  
**16**

Section 3

GUIDED READING

*The Aztecs Control  
Central Mexico*

**A. Evaluating Courses of Action** As you read this section, note one or more reasons why the Aztecs took each of the following actions.

|                                                                                                                             |                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 1. The Aztecs first worked for local rulers as soldiers-for-hire.                                                           | 2. The Aztecs joined two other city-states to form a Triple Alliance.        |
| 3. In Tenochtitlán, the Aztec capital, the Aztecs built hundreds of temples and religious structures dedicated to the gods. | 4. Aztec engineers built three causeways over water and marshland.           |
| 5. Aztec priests sacrificed humans atop the Great Temple.                                                                   | 6. The Aztecs built a calendar in the main ceremonial plaza of Tenochtitlán. |
| 7. Some of the conquered provinces rebelled against Aztec rule.                                                             | 8. Montezuma II reduced the number of public officials.                      |

**B. Summarizing** On the back of this paper, briefly describe the story of Quetzalcoatl.

**CHAPTER**  
**16**  
Section 4**GUIDED READING***The Inca Create a  
Mountain Empire*

**A. Analyzing Causes and Recognizing Effects** As you read this section, take notes to answer questions about the Incan Empire.

**What role did each of the following play in the building of the Incan Empire?**

1. Ancient cultures

2. Incan traditions and beliefs

3. Pachacuti

**How did each of the following help to unify or support the Incan Empire?**

4. System of government

5. Language

6. Cities

7. Road system

8. Economy

9. Religion

**B. Clarifying** On the back of this paper, explain the purpose of *ayllu* and *mita* in Incan government.

CHAPTER  
**16**

**BUILDING VOCABULARY**

*People and Empires  
in the Americas*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                  |                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------|
| ____ 1. Iroquois | a. Incan extended family group, which worked on tasks too big for a single family                        |
| ____ 2. potlatch | b. a green or black volcanic glass found in the Valley of Mexico and used to make weapons                |
| ____ 3. Anasazi  | c. village of large, apartment-style compounds made of stone or adobe                                    |
| ____ 4. pueblo   | d. natural object with which an individual, clan, or group identifies itself                             |
| ____ 5. totem    | e. a group of people who lived in the Four Corners region and built extensive cliff dwellings            |
| ____ 6. obsidian | f. Incan accounting device that consisted of a set of knotted strings that could be used for counting    |
| ____ 7. ayllu    | g. a group of tribes speaking related languages and living in the eastern Great Lakes region             |
| ____ 8. quipu    | h. an elaborate ceremony of the Pacific Northwest tribes, in which they gave away food, drink, and gifts |

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. Pachacuti was the Incan ruler who conquered all of Peru and established the Incan system of government.  
\_\_\_\_\_
- \_\_\_\_ 2. According to legends, a Toltec god named Quetzalcoatl, or Feathered Serpent, would one day return to the Valley of Mexico and usher in a reign of peace and light.  
\_\_\_\_\_
- \_\_\_\_ 3. The Incan state demanded that its subjects give a labor tribute, or quipu, by working for the state a certain number of days each year.  
\_\_\_\_\_
- \_\_\_\_ 4. The Triple Alliance was a union of the Incas with two other city-states, Tikal and Tlacopan.  
\_\_\_\_\_

**C. Writing** Write a description of the writing system of the Maya using the following terms.

glyph      codex      *Popol Vuh*

CHAPTER  
**16**  
Section 2

**SKILLBUILDER PRACTICE** *Drawing Conclusions*

*Drawing conclusions means analyzing what you have read and forming an opinion about its meaning. To draw conclusions, you look closely at the information presented, read “between the lines” for implied meaning, and use your own common sense to form a conclusion. Read the passage below. Then complete the chart with two conclusions you draw about Maya pyramids and cities. Cite two supporting statements for each conclusion. (See Skillbuilder Handbook)*

**Maya Pyramids**

The main purpose of the Maya pyramids was to enable the priests to communicate with the gods of the people. Lofty pyramids, some reaching over 200 feet, served as a base atop which the Maya built rooftop temples. Early temples were made of wood, but later the Maya used stone. Although they had no wheeled vehicles, no horses or oxen, and no iron technology, the Maya were able to move and carve massive pieces of stone. Many of these stone structures still stand today. Inside the temples were dark, narrow rooms, some with walls brightened with brilliantly colored murals.

To reach the temples, priests had to climb steep staircases built right into the pyramid. The pyramid

of El Castillo in Chichén Itzá has four symmetrical staircases and one step leading to the temple for a total of 365 steps. One historian had described these enormous staircases as “tall ladders reaching up towards an accessible heaven.” Others have suggested that the staircases were so designed to make it easier for priests to dispose of the bodies they had sacrificed to the gods.

Around the pyramids cities developed where priests, government officials, merchants, and some artisans lived. Most Maya, however, were farmers who lived outside the city and came to town for religious ceremonies. The largest Maya city was Tikal. At its height, it was the site of five pyramid-temples.

|                        |  |                             |  |                        |
|------------------------|--|-----------------------------|--|------------------------|
| <p><b>Support:</b></p> |  | <p><b>Conclusion 1:</b></p> |  | <p><b>Support:</b></p> |
| <p><b>Support:</b></p> |  | <p><b>Conclusion 2:</b></p> |  | <p><b>Support:</b></p> |

CHAPTER  
**16**  
Section 2

**GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION**

# *Maya Irrigation Techniques*

*Directions: Read the paragraphs below and study the illustrations carefully. Then answer the questions that follow.*

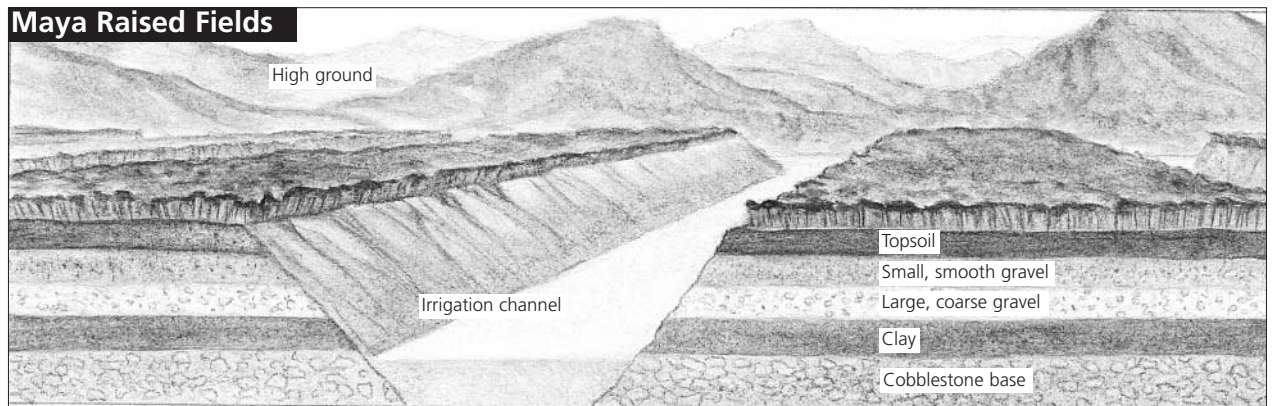
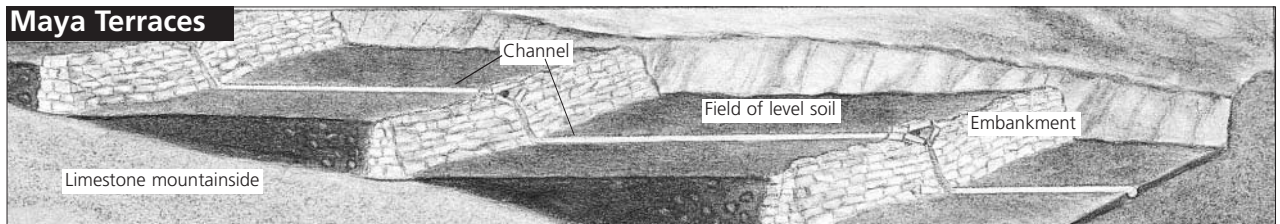
The Maya Empire began in central Mexico around 400. As their population grew, the Maya needed to increase their food supply. As a result, innovative Maya farmers developed different farming techniques to overcome a variety of geographic obstacles.

The first illustration below shows how the Maya coped with a mountainous environment. They built terraces—stretches of narrow but level ground—into the sloping sides of mountains. An embankment of stones prevented topsoil from being washed downhill, and a drainage channel irrigated the crops on each level.

In the wet lowlands, runoff from the mountains often flooded the Maya fields and destroyed the

crops. The second illustration shows how the Maya overcame this flooding. They built up the fields to allow excess water to drain off into channels. They then used these irrigation channels to control where the water went and how much water they wanted to use for irrigation. They often diverted excess water to areas that were too far from the mountains to receive runoff. The Maya then scooped soil from the banks and bottoms of these channels and spread it across the dry ground to create farmland.

These techniques allowed the Maya to farm in almost any kind of land. As a result, they lived on a rich diet of maize, beans, avocados, melons, and squash.



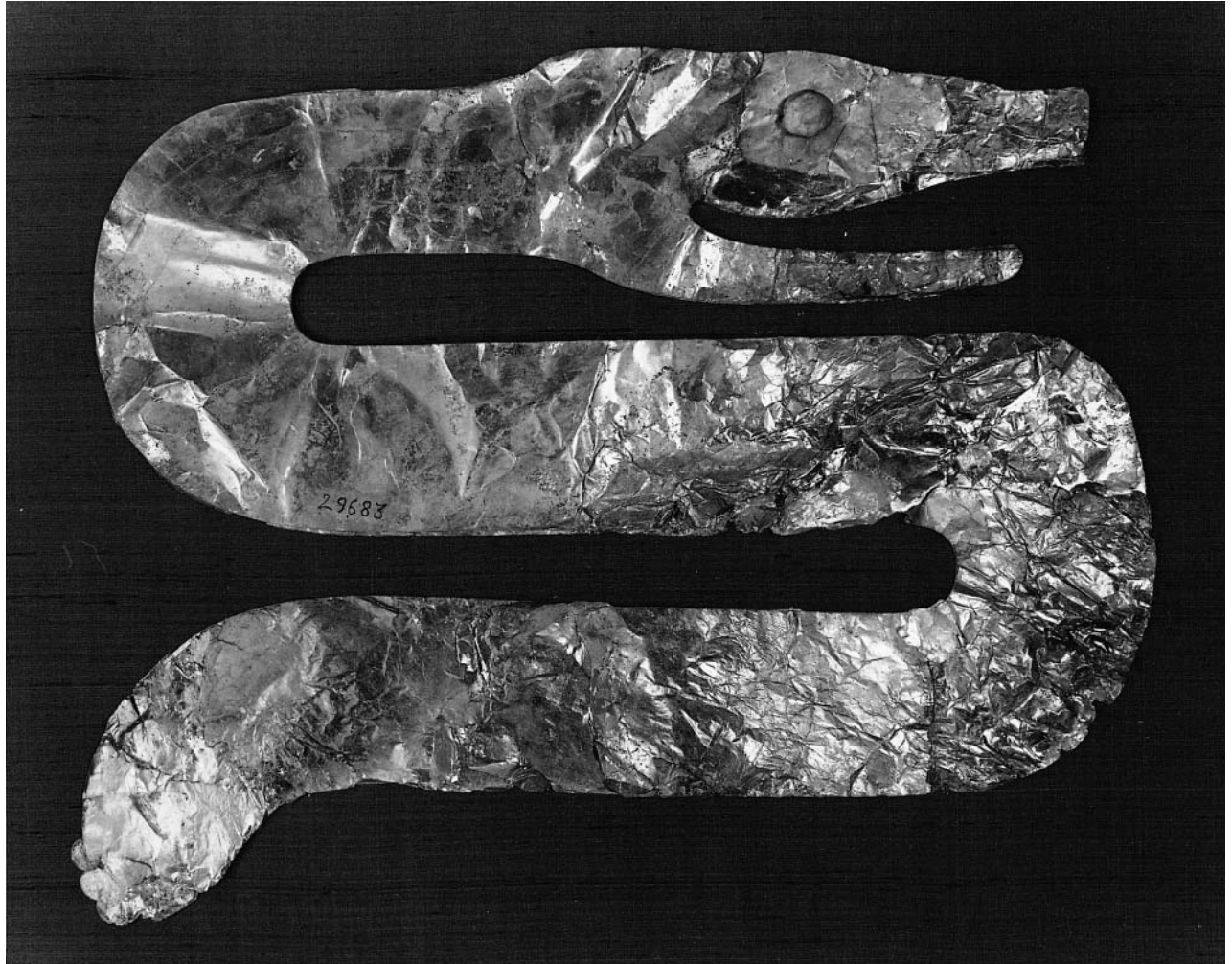
## Interpreting Text and Visuals

1. Identify in order the layers of earth from the top down that the Maya used to construct their layered fields. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why did the Maya need to be able to farm on these different land conditions? \_\_\_\_\_  
\_\_\_\_\_
3. Describe the process enabling the Maya to farm mountainous regions. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How were the Maya able to control flooding and properly irrigate their crops in extremely wet regions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How were the Maya able to farm extremely dry areas? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Look again at the first illustration. Besides water for crops, what is another benefit of the irrigation channel to the terraced fields? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What do you think is the purpose of the two gravel layers just under the topsoil? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**CHAPTER**  
**16**  
**Section 1****PRIMARY SOURCE** Hopewell Artifact

*Using a sharp flint tool, a Hopewell artisan from the North American Mound Builder culture east of the Mississippi River carved this snake out of silvery mica. The snake was likely worn by an important member of Hopewell society as a pendant. Study the photograph of this artifact and think about what it can tell you about Hopewell culture.*



Peabody Museum, Harvard University, Cambridge, Massachusetts. Photo by Hillel Burger.  
Copyright © President & Fellows of Harvard College. All rights reserved.

**Activity Options**

1. **Drawing Conclusions** With a small group of classmates, pretend you are part of an archaeological expedition that has just dug up this artifact. Discuss some distinguishing features of the snake and what it might tell you about the Hopewell culture. For example, does the snake look threatening? How is it different from and similar to other images of snakes you've seen? How do you think the Hopewell felt about snakes

- and why do you think they would want to wear one as a piece of jewelry? Write up your group's observations and thoughts as a short report.
2. **Making Inferences** Imagine that you are an American artisan around the year 2000. Design a snake pendant, or another piece of jewelry, for a member of your culture. Then ask yourself what your artifact says about your culture. Present your design and your thoughts to the class.



CHAPTER  
**16**  
Section 1

## PRIMARY SOURCE *from* The Iroquois Constitution

*In the late 1500s, five separate nations of Iroquois—Mohawk, Seneca, Cayuga, Oneida, and Onondaga—united to form the League of Five Nations. The purpose of the Iroquois League was to end intertribal warfare and to form a strong alliance against outside enemies. To further their goals, the league created a constitution, called the Great Binding Law, that consisted of 117 individual laws and customs governing all aspects of life—from self-government and war to family relationships, religion, tribal symbolism, and burial rites. In the following excerpt, the speaker Dekanawidah is the great Mohawk leader credited with establishing the Great Peace among the nations. He speaks to Adodarhoh, leader of the Onondaga. In this English translation, the term Lord means “chief.”*

**1** I am Dekanawidah and with the Five Nations' Confederate Lords I plant the Tree of the Great Peace. I plant it in your territory, Adodarhoh, and the Onondaga Nation, in the territory of you who are Firekeepers.

I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the soft white feathery down of the globe thistle as seats for you, Adodarhoh, and your cousin Lords.

We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.

**2** Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south and one to the west. The name of these roots is The Great White Roots and their nature is Peace and Strength.

If any man or any nation outside the Five Nations shall obey the laws of the Great Peace and make known their disposition to the Lords of the Confederacy, they may trace the Roots to the Tree and if their minds are clean and they are obedient and promise to obey the wishes of the Confederate Council, they shall be welcomed to take shelter beneath the Tree of the Long Leaves.

We place at the top of the Tree of the Long Leaves an Eagle who is able to see afar. If he sees in the distance any evil approaching or any danger threatening he will at once warn the people of the Confederacy. . .

**6** I, Dekanawidah, appoint the Mohawk Lords the heads and the leaders of the Five Nations

Confederacy. The Mohawk Lords are the foundation of the Great Peace and it shall, therefore, be against the Great Binding Law to pass measures in the Confederate Council after the Mohawk Lords have protested against them.

No council of the Confederate Lords shall be legal unless all the Mohawk Lords are present. . .

**9** All the business of the Five Nations Confederate Council shall be conducted by the two combined bodies of Confederate Lords. First the question shall be passed upon by the Mohawk and Seneca Lords, then it shall be discussed and passed by the Oneida and Cayuga Lords. Their decisions shall then be referred to the Onondaga Lords (Firekeepers) for final judgment.

The same process shall obtain when a question is brought before the council by an individual or a War Chief.

*from Arthur C. Parker, The Constitution of the Five Nations or the Iroquois Book of the Great Law (New York State Museum Bulletin). Reprinted in William N. Fenton, ed., Parker on the Iroquois (Syracuse, N. Y.: Syracuse University Press, 1968), 30–60.*

## Discussion Questions

### Determining Main Ideas

1. Who were the leaders of the Iroquois League?
2. How did members of the Iroquois League deal with questions that were brought before them?
3. **Making Inferences** The Tree of the Great Peace has both literal and figurative meanings. Discuss some of the things it might symbolize to the Iroquois.
4. **Recognizing Effects** What advantages do you think the Iroquois gained by establishing the constitution? What disadvantages, if any, might there have been?

CHAPTER  
**16**  
Section 2

## PRIMARY SOURCE *from the Popol Vuh*

*The Popol Vuh, or “Book of the People,” records the history and beliefs of the Quiché, a Maya people who lived in the highlands of Guatemala. Part of the Popol Vuh recounts the Highland Maya version of the story of creation. In this excerpt, the gods who live in the sea—Maker, Modeler, Bearers, Begetters, and Sovereign Plumed Serpent—talk with Heart of Sky, Newborn Thunderbolt, Raw Thunderbolt, and Hurricane, gods who come down from the sky. How does this creation story compare with others you are familiar with?*

Here follow the first words, the first eloquence: There is not yet one person, one animal, bird, fish, crab, tree, rock, hollow, canyon, meadow, forest. Only the sky alone is there; the face of the earth is not clear. Only the sea alone is pooled under all the sky; there is nothing whatever gathered together. It is at rest; not a single thing stirs. It is held back, kept at rest under the sky.

Whatever there is that might be is simply not there: only the pooled water, only the calm sea, only it alone is pooled.

Whatever might be is simply not there: only murmurs, ripples, in the dark, in the night. Only the Maker, Modeler alone, Sovereign Plumed Serpent, the Bearers, Begetters are in the water, a glittering light. They are there, they are enclosed in quetzal feathers, in blue-green.

Thus the name, “Plumed Serpent.” They are great knowers, great thinkers in their very being.

And of course there is the sky, and there is also the Heart of Sky. This is the name of the god, as it is spoken.

And then came his word, he came here to the Sovereign Plumed Serpent, here in the blackness, in the early dawn. He spoke with the Sovereign Plumed Serpent, and they talked, then they thought, then they worried. They agreed with each other, they joined their words, their thoughts. Then it was clear, then they reached accord in the light, and then humanity was clear, when they conceived the growth, the generation of trees, of bushes, and the growth of life, of humankind, in the blackness, in the early dawn, all because of the Heart of Sky, named Hurricane. Thunderbolt Hurricane comes first, the second is Newborn Thunderbolt, and the third is Raw Thunderbolt.

So there were three of them, as Heart of Sky, who came to the Sovereign Plumed Serpent, when the dawn of life was conceived:

“How should it be sown, how should it dawn? Who is to be the provider, nurturer?”

“Let it be this way, think about it: this water should be removed, emptied out for the formation of the earth’s own plate and platform, then comes the sowing, the dawning of the sky-earth. But there will be no high days and no bright praise for our work, our design, until the rise of the human work, the human design,” they said.

And then the earth arose because of them, it was simply their word that brought it forth. For the forming of the earth they said “Earth.” It arose suddenly, just like a cloud, like a mist, now forming, unfolding. Then the mountains were separated from the water, all at once the great mountains came forth. By their genius alone, by their cutting edge alone they carried out the conception of the mountain-plain, whose face grew instant groves of cypress and pine.

And the Plumed Serpent was pleased with this:

“It was good that you came, Heart of Sky, Hurricane, and Newborn Thunderbolt, Raw Thunderbolt. Our work, our design will turn out well,” they said.

*from Dennis Tedlock, trans., Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life and the Glories of Gods and Kings (New York: Simon and Schuster, 1985), 72–75.*

## Discussion Questions

### Determining Main Ideas

1. What two things existed before earth and life on earth according to the *Popol Vuh*?
2. How did the earth come into being?
3. **Making Inferences** By the time Spanish conquerors came to Mexico and Central America in the 1500s, Maya civilization had faded. How does a book like the *Popol Vuh* help historians find out what Maya civilization was like?

**CHAPTER**  
**16****Section 4****PRIMARY SOURCE**

# The Discovery of Machu Picchu

by Hiram Bingham

*Hiram Bingham (1875–1956) was an American explorer and public official. In 1911, while conducting an exploration in South America, he discovered the long-forgotten ruins of the Incan city Machu Picchu. As you read Bingham's firsthand account, think about how he felt when he first spotted Machu Picchu.*

The little boy urged us to climb up a steep hill over what seemed to be a flight of stone steps. Surprise followed surprise in bewildering succession. We came to a great stairway of large granite blocks. Then we walked along a path to a clearing where the Indians had planted a small vegetable garden. Suddenly we found ourselves standing in front of the ruins of two of the finest and most interesting structures in ancient America. Made of beautiful white granite, the walls contained blocks of Cyclopean size, higher than a man. The sight held me spellbound.

Each building had only three walls and was entirely open on one side. The principal temple had walls twelve feet high which were lined with exquisitely made niches, five, high up at each end, and seven on the back. There were seven courses of ashlar in the end walls. Under the seven rear niches was a rectangular block fourteen feet long, possibly a sacrificial altar, but more probably a throne for the mummies of departed Incas, brought out to be worshipped. The building did not look as though it ever had a roof. The top course of beautifully smooth ashlar was not intended to be covered, so the sun could be welcomed here by priests and mummies. I could scarcely believe my senses as I examined the larger blocks in the lower course and estimated that they must weigh from ten to fifteen tons each. Would anyone believe what I had found? Fortunately, in this land where accuracy in reporting what one has seen is not a prevailing characteristic of travelers, I had a good camera and the sun was shining.

The principal temple faces the south where there is a small plaza or courtyard. On the east side of the plaza was another amazing structure, the ruins of a temple containing three great windows looking out over the canyon to the rising sun. Like its neighbor, it is unique among Inca ruins. Nothing just like them in design and execution has ever been found. Its three conspicuously large windows,

obviously too large to serve any useful purpose, were most beautifully made with the greatest care and solidity. This was clearly a ceremonial edifice of peculiar significance. Nowhere else in Peru, so far as I know, is there a similar structure conspicuous for being “a masonry wall with three windows.” It will be remembered that Salcamayhua, the Peruvian who wrote an account of the antiquities of Peru in 1620 said that the first Inca, Manco the Great, ordered “works to be executed at the place of his birth, consisting of a masonry wall with three windows.” Was that what I had found? If it was, then this was not the capital of the last Inca but the birthplace of the first. It did not occur to me that it might be both. To be sure the region was one which could fit in with the requirements of Tampu Tocco, the place of refuge of the civilized folk who fled from the southern barbarian tribes after the battle of La Raya and brought with them the body of their king Pachacutec who was slain by an arrow. He might have been buried in the stone-lined cave under the semi-circular temple.

Could this be “the principal city” of Manco and his sons, that Vilcapampa where was the “University of Idolatry” which Friar Marcos and Friar Diego had tried to reach. It behooved us to find out as much about it as we could.

*from Hiram Bingham, *Lost City of the Incas* (New York: Duell, Sloan and Pearce, 1948), 166–167.*

## Research Options

1. **Visual Sources** Find a photograph of Machu Picchu. Then write a descriptive caption to accompany the photo, using information from Bingham's description.
2. **Making Inferences** Use a map of Peru to locate Machu Picchu. It is in the Andes northwest of Cuzco. Then discuss with classmates some theories about the city's function based on its location and on what you know about the Inca.

CHAPTER  
**16**

Section 3

LITERATURE SELECTION *from Quetzalcoatl*

*According to this myth, Quetzalcoatl was a god-king who brought civilization to the Toltecs. He taught them art, agriculture, peace, and knowledge but was driven away by his enemies. The following passages, which come from different versions of the story, were translated from Nahuatl, the language of ancient Aztecs. What does the myth of Quetzalcoatl reveal about Mesoamerican values and beliefs?*

***A Cycle of Transformation***

In the year 1 Reed it is told, they say—in its time in that year—Quetzalcoatl was born, called Topiltzin Priest 1-Reed Quetzalcoatl, and his mother they say was named Chimalma, and they say that this was the manner in which Quetzalcoatl was placed in his mother's belly: she swallowed an emerald. Came the years 2 Flint, 3 House, 4 Rabbit; 5 Reed, 6 Flint, 7 House, 8 Rabbit; 9 Reed.

Then in the time of 9 Reed, when he'd reached some awareness, when he'd reached his ninth year, he asked for his father, saying, "What does my father resemble? May I see him, may I see his face?"

Thereupon he was told: "He is dead, he is buried yonder. Go see!" Quetzalcoatl went there at once, and he opened the earth. He searched for the corpse, and he gathered the bones. In a place called the shrine of Quilaztli he buried them. Came the years 10 Flint, 11 House, 12 Rabbit; 13 Reed, 1 Flint, 2 House, 3 Rabbit; 4 Reed, 5 Flint, 6 House, 7 Rabbit; 8 Reed, 9 Flint.

10 House: this was the year of the death of Cuauhtitlan's king who was Huactli; for sixty-two years he had ruled. This was the king who did not know how to plant edible corn. Nor could his subjects weave robes. As yet they dressed only in hides. As yet their food was but birds, snakes, rabbits, and deer. As yet they were homeless. Rather they wandered from place to place.

In the year 11 Rabbit, lady Xiuhtlacuilolxochitzin ascended the throne. Her house of thatch stood beside the square, where today it is paved with stones. And they say that this lady was given the city because she was Huactli's wife; moreover she ably invoked the "devil"

Itzpapalotl. 12 Reed, 13 Flint, 1 House.

2 Rabbit it was, when Quetzalcoatl came to Tollantzinco. There he remained four years and built his house of penance, his turquoise house of beams. From there he passed on to Cuextlan, so crossing the river; and in that particular place he erected a bridge that still stands, they say. 3 Reed, 4 Flint.

In the year 5 House the Toltecs came for Quetzalcoatl to install him as king in Tollan, and he was their priest. The story thereof has been written elsewhere. 6 Rabbit. 7 Reed was the time of lady Xiuhtlacuilolxochitzin's death. Twelve years had she ruled in Cuauhtitlan. In the year 8 Flint, at the place called Palace in the Woods, Ayauhcoyotzin ascended the throne as Cuauhtitlan's king.

9 House, 10 Rabbit; 11 Reed, 12 Flint, 13 House, 1 Rabbit. 2 Reed: according to the tradition of Texcoco, this was the year of the death of Quetzalcoatl, prince of Tollan Colhuacan. But in 2 Reed it was that he built his house of penance, his place of worship, his place of prayer. He the prince, 1-Reed Quetzalcoatl, built his house as four: house of turquoise, house of redshell, house of whiteshell, house of precious feathers. There he worshipped, did his penance, and also fasted.

And even at midnight he went down to the stream, to the place called Edge of the Water, where the water moss was.

And he set thorns into his flesh on the summit of Xicocotl, also on Huitzco, also on Tzincoc, also on Mount Nonohualca. And he made his thorns of jadestone.

His fir boughs were quetzal plumes. And his thorns of turquoise, of jadestone, of redshell were fumed with incense. And the offerings that he sacrificed were snakes, birds, and butterflies.

***His fir boughs were  
quetzal plumes. And  
his thorns of  
turquoise, of jade-  
stone, of redshell  
were fumed with  
incense.***



And it is related, they say, that he sent up his prayers, his supplications, into the heart of the sky, and he called out to Skirt-of-Stars Light-of-Day, Lady-of-Sustenance Lord-of-Sustenance, Wrapped-in-Coal Wrapped-in-Blood, Tlallamanac Tlallichcatl.

And they knew that he was crying out to the Place of Duality, which lies above the ninefold heavens. And thus they knew, they who dwell there, that he called upon them and petitioned them most humbly and contritely.

And also in his time he discovered great riches: jadestone, fine turquoise, and gold, silver, redshell, whiteshell, plumes of quetzal, cotinga, roseate spoonbill, oropendola, trogon, and blue heron.

And also he discovered cacao of various colors and cotton of various colors.

And truly in his time he was a great artisan in all his works, in the blue, green, white, yellow, and red painted earthenware from which he drank and ate, and in many other things besides.

And in the time that he lived Quetzalcoatl started and began his temple and raised its serpent pillars, but he did not finish or complete it.

And in the time that he lived he did not show himself in public. Deep within his house he dwelled, protected. And his pages guarded him at many points surrounding him. In each apartment there were pages, and his apartment was the last.

And in his house were mats of jewels, mats of precious feathers, mats of gold. And his house of penance, so they say, was built as four, they say.

And it is told and related that many times during the life of Quetzalcoatl certain sorcerers attempted to shame him into making human offerings, into sacrificing humans. But he would not consent. He would not comply, because he greatly loved his subjects, who were Toltecs.

The offerings he made were always and only snakes, birds, and butterflies.

And it is related, they say, that he thereby angered the sorcerers, so that they took to mocking and taunting him. And the sorcerers asserted and willed that Quetzalcoatl be vexed and put to flight. And so it happened, it came to pass. 3 Flint, 4 House, 5 Rabbit; 6 Reed, 7 Flint, 8 House, 9

Rabbit; 10 Reed, 11 Flint, 12 House, 13 Rabbit.

In the year 1 Reed Quetzalcoatl died. And they say that he went to Tlillan Tlapallan to die. . . .

### ***The Fall of Tollan***

Quetzalcoatl was looked upon as a god. He was worshipped and prayed to in former times in Tollan, and there his temple stood: very high, very tall. Extremely tall, extremely high. Very many were its steps and close together, hardly wide, but narrow. Upon each step indeed one's foot could not be straightened.

And they say that he was always veiled, always his face was veiled: and they say that he was monstrous, his face like a pitifully battered thing, pitifully covered with lumps—inhuman. Also his beard was very long, exceedingly long and copious.

And his subjects, the Toltecs, were highly skilled. Nothing was difficult for them to do. They cut jadestone and cast gold, and pursued yet other crafts. Highly skilled indeed they were in feather work.

Truly with him it began, truly from him it flowed out, from Quetzalcoatl all art and knowledge.

And there his house of jade-stone stood, and his house of gold, and his house of redshell, and his house of whiteshell; and his house of Beams, his turquoise house, and

his house of quetzal plumes.

And for his subjects, the Toltecs, there was no place too remote to reach. Indeed they quickly arrived where they were going. And because they ran exceedingly, one called them “they who crook the knee all day.”

And there was a mountain called Crying Out Mountain, still so called today. They say that there a herald stood. And whatever was needed, he stood there crying out. From there indeed it spread over Anahuac, indeed it was clearly heard in all places, whatever he uttered, whatever law had been ordered. And quickly all hastened to hear what Quetzalcoatl commanded.

And also they had great abundance. Cheap were foods and all the crops. They say calabashes were enormous, some a fathom round, the corn ears very much like mulling stones, extremely long; they merely rolled them to pulverize the grain. And

***Certain sorcerers  
attempted to shame  
him into making  
human offerings,  
into sacrificing  
humans. But he  
would not consent.***

amaranths grew as palms: they truly climbed them, they truly could be climbed.

And there as well grew tinted cotton: crimson, yellow, rose, violet, pale green, azure, dark green, orange, brown, purplish, dark gold, and coyote-colored cotton. All these kinds were immediately thus. They did not dye them.

And all the precious birds dwelled there: catin-ga, quetzal, oropendola, roseate spoonbill, also all the different birds that very ably sing, that ably warble, in the mountains.

And also gold and jade-stone—all of it was scarcely prized, so much did they possess.

And cacao, flower cacao, also grew. Indeed in many places there were cacao trees.

And the Toltecs were very prosperous and comfortable. They never wanted. There was nothing lacking in their houses, they were never hungry. And they didn't need the stunted ears of corn except as fuel to heat the baths.

And Quetzalcoatl did penance also. He bled the flesh of his shinbone, he stained maguey thorns with blood. Also he bathed at midnight. And his

pool was where he bathed himself—the place called Turquoises Are Washed Here.

He was imitated by the incense keepers and the priests. The life of Quetzalcoatl became a pattern for the life of every priest: so it was established—the regimen of Tollan—so it was adopted here in Mexico.

from John Bierhorst, trans., *Four Masterworks of American Indian Literature* (New York: Farrar, Straus and Giroux: 1974), 24–28, 38–40.

### Activity Options

1. **Comparing** Create a before-and-after chart listing details that illustrate what Toltec society was like before and after Quetzalcoatl came to rule Tollan. Then share your chart with classmates.
2. **Clarifying** Use a dictionary to find definitions of the following: amaranth, cacao, calabash, quetzal, roseate spoonbill, and trogon. Then work with your classmates to create an illustrated handbook of plants and animals of Mesoamerica.

**CHAPTER**  
**16****HISTORYMAKERS****Montezuma II**  
*Defeated Priest-King***Section 3**

*"Throughout all time we have worshipped our own gods and thought that they were good. I do not doubt the goodness of the god whom you worship, but if he is good for Spain, our gods are equally good for Mexico, so do not trouble to speak to us any more about them at present."—Montezuma II, speaking to Hernando Cortés*

The Aztecs were powerful people who ruled central Mexico for many decades. Underpinning this society was the people's devotion to their gods. The Aztec emperor not only ruled the empire but also forged this needed religious connection. Montezuma II became that emperor in 1502. He had a profound sense of his responsibility to the Aztecs and dedication to their religion. However, he was unable to meet their greatest challenge and died tragically at their hands.

Montezuma, born around 1480, was trained in both war and the priesthood, the pillars of Aztec society. He proved capable at both. He once captured six enemy soldiers in battle and was devoted to Huitzilopochtli, the war god. He was also appointed the high priest. In 1502, his uncle the emperor died, and Montezuma replaced him. One of the Spaniards who later invaded Mexico described him as "a man of medium stature, with a certain gravity and royal majesty, which showed clearly who he was even to those who did not know him."

Montezuma expanded the areas of Aztec control. He required neighboring peoples to pay heavy tribute to the Aztecs. He also enacted new laws that raised the power of traditional noble families and reduced that of the merchants and common people. He hoped to strengthen the government with these policies. However, they only caused internal and external resentment that would help end the empire.

Both the Aztecs and the deeply religious Montezuma probably looked with anxiety to 1519. That was the year that another god, the fair-skinned Quetzalcoatl, was supposed to return from the east and claim the Aztec Empire. In the ten years preceding this fateful time, several events occurred that offered evil omens for the Aztec people, such as a temple that burned and comets that crossed the sky. In addition, one legend says that when a huge stone was being taken to build a new sacrificial altar, it stopped itself, spoke of disaster to come, and then crashed through the bridge on which it rested.

In 1519, coincidentally, Hernando Cortés and his fellow Spaniards arrived on the coast of Mexico. Many Aztecs, perhaps including Montezuma, felt at first that Quetzalcoatl had indeed arrived. As a result, the emperor tried to prevent the Spaniards from reaching the Aztec capital. He sent gifts made of gold, but those only further convinced the Spaniards of Aztec wealth. Montezuma also attempted an ambush of the Spaniards, but Cortés was warned of the trap. He reached the Aztec capital of Tenochtitlán on November 18, 1519.

Montezuma received the Spaniards as guests, but soon the situation soured. Cortés seized Montezuma as a hostage, so he could run the empire through him. Cortés hoped to convince him to adopt the Christian religion, but Montezuma refused. Meanwhile, other Aztecs felt that their emperor was responding too weakly to this foreign threat.

One day Cortés destroyed the face of a statue of Huitzilopochtli. After that, Montezuma joined in the plots against the Spaniards, but it was too late for him. He had lost his people's confidence. In the spring of 1520, while Cortés was away, the man in command ordered Spanish soldiers to attack some Aztecs during a religious ceremony. The massacre provoked a revolt. When Cortés returned, he found his men trapped. He took Montezuma to the walls of the citadel where the Spaniards were surrounded by the angry Aztecs. The emperor, now discredited, was unable to persuade his people to stop. He was struck by the sharp stones they were throwing and three days later died.

**Questions**

1. **Recognizing Effects** How did Montezuma's efforts to stop the Spaniards work against him?
2. **Drawing Conclusions** Why did the Aztec people not listen to Montezuma?
3. **Making Inferences** What prompted Montezuma to object to Cortés's actions?



CHAPTER  
**16**

## HISTORYMAKERS

# Pachacuti

## *Patience in Adversity*

## Section 4

*"A noble, courageous man is recognizable by the patience he shows in adversity."—saying of the emperor Pachacuti, quoted by Garcilaso de la Vega, in The Incas (1608)*

Pachacuti used a combination of bravery and patience to save the great Incan Empire, which was located in the mountains of present-day Peru. By standing courageously when his people met their most serious challenge, he not only rescued them but also won the imperial throne. He then launched a series of conquests that expanded Incan lands and created the basic institutions that the Inca would follow for many decades.

Born around 1448 with the name Cusi, which meant "joy" or "good luck," Pachacuti took the name Inca Yupanqui, or "Honored Inca," when he entered adulthood. He was one of Emperor Viracocha Inca's many sons. Trained in war, Yupanqui was a fierce fighter who was determined to increase his own power and expand the area of Incan control. As he became a young man, his father grew old and tired of war. Viracocha withdrew from active rule without giving up the throne and named another son, Inca Urcon, as the active ruler and heir apparent. Urcon, however, had little interest in leading an empire. He only cared about pleasure.

During this time, the Inca experienced a severe challenge from another people, the Chancas, who had invaded Incan territory. Rather than leading their people, Viracocha and Urcon retreated out of the Incan capital of Cuzco. Staying to defend his land and people, Yupanqui rallied the defenders who remained. He said that he had experienced a divine vision that guaranteed success. The Chancas attacked the next day. Though outnumbered, the Inca managed to hold their own in the first day of battle. After a restless night, reinforcements arrived. During bitter fighting the next day, the Inca managed to break the attack. They then pursued the fleeing Chancas for six miles, killing every last warrior. A year later, Yupanqui led an attack on the remaining Chanca forces. He won a great battle that ensured Incan control over the whole area.

The victory over the Chancas propelled Yupanqui to the throne. His cowardly brother Urcon was killed, and he compelled his father to pass the imperial crown to him. He took the name Pachacuti, which means "Earthshaker." Pachacuti

then launched invasions of neighboring areas. Eventually, he was able to extend Incan territory from Lake Titicaca up to modern Quito, Ecuador.

Other groups in the region saw the Chanca attack as a sign of Incan weakness. Leaders of the Cuyo people tried to kill Pachacuti during a celebratory meal. Attackers gave him a vicious blow to the head, leaving a scar that was later visible on his mummified body. His supporters struck back, however, and destroyed the Cuyo people. This, in combination with the defeat of the Chancas, warned other groups not to fight the rising Incan Empire.

Another challenge confronted the Inca as well. Several years of drought hurt them late in Pachacuti's rule. Because he had created food warehouses, though, the people were able to survive until the rains came again. Pachacuti also took other steps to put the empire on firm footing. He established the royal government, made Quechua the official language, formalized religious practices, and built sacred cities.

Pachacuti even solved the matter of succession. He named one of his sons, Amaru Inca, to follow him. However, Amaru lacked the warlike qualities that Incan nobles wanted in their leader. After five or six years, Pachacuti saw their discontent. He called a meeting of all the nobles and spoke at length about Amaru's good qualities. Nevertheless, they refused to support his son. The emperor sadly withdrew Amaru from the succession. Some years later, Pachacuti found a suitable heir in his last son, Topa Inca. A superb general, he carried on his father's conquests.

## Questions

### *Drawing Conclusions*

1. Pachacuti had several names, each with a special meaning. What name do you think is most appropriate? Explain.
2. Is it reasonable to call Pachacuti the founder of the empire? Explain.
3. **Comparing** Compare the way Pachacuti named an heir with how his father did it.

CHAPTER  
**16**

Section 2

CONNECTIONS ACROSS TIME AND CULTURES

# Age of Pyramids in Ancient Egypt and Mesoamerica

THEMATIC CONNECTION:

SCIENCE AND  
TECHNOLOGY

*As you have read in this chapter, Maya culture flourished from about A.D. 250 to 900. In Chapter 2, you learned about the Old Kingdom, an early civilization that thrived in ancient Egypt from 2660 to 2180 B.C. Although separated from the Old Kingdom by time and distance, Maya culture was remarkably similar to that of the Old Kingdom. As you compare these two civilizations, look for possible reasons for these similarities.*

1. In the Old Kingdom, pharaohs ruled as gods. Egyptian government was a theocracy in which the pharaoh bore full responsibility for Egypt's government, army, and religion. How does this system of government compare with that established by the Maya? \_\_\_\_\_  
\_\_\_\_\_
2. Both ancient Egyptians and the Maya built great pyramids and temples. For what reasons were these structures built? What does the building of such massive public monuments reveal about each civilization? \_\_\_\_\_  
\_\_\_\_\_
3. Egyptian society formed a pyramid made up of royalty at the top, a large peasant class at the base, and an upper and middle class. How was Maya society structured? \_\_\_\_\_  
\_\_\_\_\_
4. Egyptian innovations included writing, a system of measurement and numbers, and a calendar. How do Maya achievements compare with those of ancient Egypt? What do these cultural and technological developments reveal about the Egyptians and the Maya? \_\_\_\_\_  
\_\_\_\_\_
5. In what others ways were ancient Egyptian and Maya civilizations similar? \_\_\_\_\_  
\_\_\_\_\_
6. What factors do you think might account for the similarities between the two civilizations? \_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**16****Section 1****RETEACHING ACTIVITY***North American Societies*

**Determining Main Ideas** The following questions deal with the societies of North America. Answer them in the space provided.

1. What were some of the similarities among the native North American cultures?

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2. How did native North American cultures view the land?

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**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                   |                  |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------|
| _____ 3. A culture of people called Mound Builders, who created villages based on farming and trade                               | a. Anasazi       |
| _____ 4. A ceremony, involving food, drink, and gifts to the community, in which families showed their rank and prosperity        | b. totems        |
| _____ 5. A natural object used by American Indian clans to identify and unify a clan or group                                     | c. pueblos       |
| _____ 6. A Southwestern clan of early farmers who successfully used irrigation for food production in the dry Arizona environment | d. kivas         |
| _____ 7. Villages of apartment-style compounds made of adobe and stone or clay, used by the Anasazi people                        | e. Iroquois      |
| _____ 8. A group of tribes who spoke related languages and lived in the Great Lakes region                                        | f. Hohokam       |
| _____ 9. Underground ceremonial chambers used for religious practices by the Anasazi                                              | g. Mississippian |
| _____ 10. A group who lived in the Four Corners region and built homes into cliffs                                                | h. potlatch      |

CHAPTER  
**16**

RETEACHING ACTIVITY

*Maya Kings and Cities*

Section 2

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

Tikal      codex      glyphs      *Popol Vuh*

1. Maya writing was made up of 800 \_\_\_\_\_, which stood for words and syllables.
2. A book called \_\_\_\_\_ is the highland Maya's story of creation of the world.
3. A bark-paper book called a \_\_\_\_\_ contained records of important historical events in the Maya world.
4. Great cities such as \_\_\_\_\_ in northern Guatemala were built during the Classic Period of Maya civilization.

**Determining Main Ideas** The following questions deal with the Maya culture. Answer them in the space provided.

5. What kind of agricultural methods did the Maya use?

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6. How did the Maya pay tribute to their gods?

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7. How were math and religion connected in the Maya culture?

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8. What is one theory as to why the Maya civilization ended?

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**CHAPTER**  
**16****Section 3****RETEACHING ACTIVITY***The Aztecs Control  
Central Mexico*

**Determining Main Ideas** The following questions deal with the Aztec empire. Answer them in the space provided.

1. How did the Aztecs maintain power in the empire?

\_\_\_\_\_

2. What type of calendars did the Aztecs use?

\_\_\_\_\_

3. Who did the Aztecs use for sacrificial victims?

\_\_\_\_\_

4. What event did the Aztecs see as the most terrible omen for their empire?

\_\_\_\_\_

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_ 5. The Aztecs formed a Triple Alliance with two other city-states to expand their empire.

\_\_\_\_\_

- \_\_\_\_ 6. Quetzalcoatl was a war god that the Toltec ruler Topiltzin encouraged the Toltecs to worship.

\_\_\_\_\_

- \_\_\_\_ 7. Montezuma II was an Aztec ruler who strengthened the Aztec empire by demanding more human sacrifice and tributes.

\_\_\_\_\_

- \_\_\_\_ 8. A green or black volcanic glass called obsidian was used in Teotihuacán to make sharp weapons.

\_\_\_\_\_

CHAPTER  
**16**

Section 4

RETEACHING ACTIVITY

# *The Inca Create a Mountain Empire*

**Determining Main Ideas** The following questions deal with the Incan empire. Answer them in the space provided.

1. Why do historians compare the Incan government system to a modern welfare state?

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2. What gods did the Inca worship and why?

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3. What led to the downfall of the Incan empire?

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**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                               |              |
|-------------------------------------------------------------------------------------------------------------------------------|--------------|
| _____ 4. A form of tribute in which all able citizens were required to work for the state for a certain number of days a year | a. quipu     |
| _____ 5. An extended family group that formed the Incan social system                                                         | b. mita      |
| _____ 6. An accounting device created by the Inca that involved a set of knotted strings to record data                       | c. chasquis  |
| _____ 7. A system of runners who served as a type of postal service                                                           | d. ayllu     |
| _____ 8. A powerful Incan ruler who conquered Peru and neighboring lands                                                      | e. Pachacuti |

**CHAPTER**  
**17****Section 1****GUIDED READING***Italy: Birthplace of the Renaissance*

**A. Determining Main Ideas** As you read about the rebirth of learning and the arts in Italy, write notes to answer the questions.

**In Italy, thriving urban centers, a wealthy merchant class, and the classical heritage of Greece and Rome encouraged the development of new ideas and values.**

|                                                                                    |  |
|------------------------------------------------------------------------------------|--|
| 1. How did humanism influence the growth of learning?                              |  |
| 2. How did ideas about piety and a simple life change?                             |  |
| 3. What role did patrons of the arts play in the development of Renaissance ideas? |  |

**Styles in art and literature changed as artists and writers emphasized the individual.**

|                                                                                                    |  |
|----------------------------------------------------------------------------------------------------|--|
| 4. What effects did the emphasis on individuals have on painters and sculptors?                    |  |
| 5. How did writers reflect Renaissance values in their work?                                       |  |
| 6. How did the writing of Petrarch, Boccaccio, and Machiavelli demonstrate the values of humanism? |  |

**B. Summarizing** On the back of this paper, define **Renaissance**, **humanism**, **perspective**, and **vernacular**.



**CHAPTER**  
**17****Section 2****GUIDED READING** *The Northern Renaissance*

**A. Clarifying** As you read about the ways that northern Europeans adapted the ideas of the Renaissance, take notes to answer each question.

1. What factors led to the beginning of the Renaissance in northern Europe?

2. How did the invention of the printing press help spread learning and Renaissance ideas?

**B. Drawing Conclusions** Describe briefly how each of the following showed Renaissance influences in his work.

3. Albrecht Dürer

4. Jan van Eyck

5. Pieter Bruegel the Elder

6. Desiderius Erasmus

7. Thomas More

8. William Shakespeare

**CHAPTER**  
**17****Section 3****GUIDED READING** *Luther Leads the Reformation*

**A. Analyzing Causes and Recognizing Effects** As you read this section, note some of the causes and effects of the events identified.

| Causes | Event or Situation                                                                     | Effects |
|--------|----------------------------------------------------------------------------------------|---------|
|        | 1. In 1517, Luther posts his 95 theses on the church door at Wittenberg.               |         |
|        | 2. In 1520, Luther is excommunicated. In 1521, he is declared an outlaw and a heretic. |         |
|        | 3. The German peasants revolt in 1524.                                                 |         |
|        | 4. The Peace of Augsburg is signed in 1555.                                            |         |
|        | 5. The English Parliament approves the Act of Supremacy in 1534.                       |         |
|        | 6. Parliament establishes the Anglican Church in 1559.                                 |         |

**B. Clarifying** On the back of this paper, define each term: **indulgence**, **Lutheran**, **Protestant**, and **annul**.

**CHAPTER**  
**17****Section 4****GUIDED READING** *The Reformation Continues*

**A. Determining Main Ideas** As you read about new Protestant churches and reforms within the Catholic Church, take notes to answer the questions.

| What were some religious or social beliefs of each new Protestant religion? |  |
|-----------------------------------------------------------------------------|--|
| 1. Calvinism                                                                |  |
| 2. Presbyterianism                                                          |  |
| 3. Anabaptism                                                               |  |

|                                                                                    |
|------------------------------------------------------------------------------------|
| 4. What were the three major activities of the Jesuits?                            |
| 5. Why were the effects of the work of Jesuit missionaries so long lasting?        |
| 6. What role did Popes Paul III and Paul IV play in reforming the Catholic Church? |
| 7. What were some important effects of the Reformation?                            |

**B. Perceiving Relationships** On the back of this paper, identify the relationship between each term or name and the Reformation: **predestination**, **Calvinism**, **Catholic Reformation**, **Jesuits**, and **Council of Trent**.

**BUILDING VOCABULARY** *European Renaissance  
and Reformation*

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. An ideal society as depicted by Thomas More is called a (a) perspective (b) utopia (c) theocracy.
2. Members of a religious order for the followers of Ignatius of Loyola were called (a) Jesuits (b) Anabaptists (c) Calvinists.
3. The intellectual movement that focused on human potential and achievement was called (a) humanism (b) predestination (c) indulgence.
4. The period from about 1300 to 1600 during which Europe experienced an explosion of creativity in art, writing, and thought is called the (a) Reformation (b) Renaissance (c) Catholic Reformation.
5. Followers of the Scottish preacher John Knox became known as (a) Anabaptists (b) Protestants (c) Presbyterians.
6. The state church started by Elizabeth I in England is known as the (a) Calvinist Church (b) Protestant Church (c) Anglican Church.

**B. Completion** Select the term or name that best completes the sentence.

|             |                |                     |                      |
|-------------|----------------|---------------------|----------------------|
| perspective | secular        | William Shakespeare | Council of Trent     |
| vernacular  | predestination | Johann Gutenberg    | Catholic Reformation |

1. Instead of writing in Latin, a Renaissance writer might use his or her native language, or the \_\_\_\_\_.
2. The most famous writer of the Elizabethan Age, regarded by many as the greatest playwright of all time, was \_\_\_\_\_.
3. Renaissance society was \_\_\_\_\_ in spirit, meaning it was worldly rather than spiritual and concerned with the present.
4. Using the technique of \_\_\_\_\_, Renaissance painters showed three dimensions on a flat surface.
5. The German craftsman \_\_\_\_\_ developed a printing press that made it possible to produce books quickly and cheaply.
6. The \_\_\_\_\_ was a meeting of Catholic bishops and cardinals that agreed on doctrines reforming the Catholic Church.

**C. Writing** Write a summary of Martin Luther's protest and its effects using the following terms.

|            |             |          |            |                   |
|------------|-------------|----------|------------|-------------------|
| indulgence | Reformation | Lutheran | Protestant | Peace of Augsburg |
|------------|-------------|----------|------------|-------------------|

CHAPTER  
**17**

Section 3

# SKILLBUILDER PRACTICE *Synthesizing*

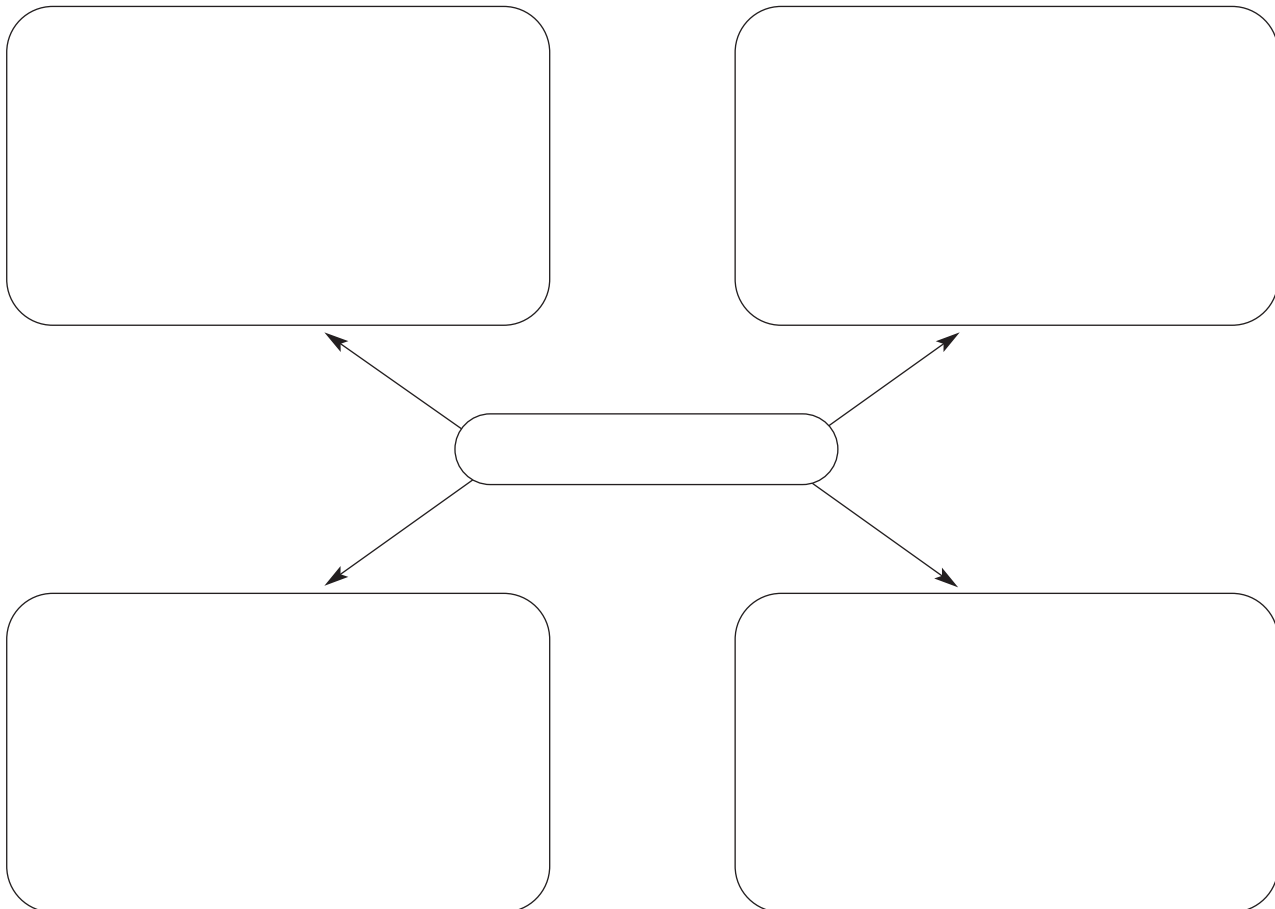
*Synthesizing involves putting together different pieces of information to form an overall picture of a historical event. Like detectives, historians piece together historical clues to arrive at an understanding of past events. As you read the passage below, form a synthesis about the impact of the printing press on European society. Then fill in the cluster diagram to show information you used to form the synthesis. (See Skillbuilder Handbook)*

The first Europeans to use movable type were printers in Mainz, Germany, the most famous of whom was Johann Gutenberg. From Germany, printing spread quickly to other European cities. By 1500, presses in about 250 cities had printed between 9 and 10 million books. For the first time, books were affordable enough so that people could buy and read them.

The printing press made the Bible available to all Christians who could read. No longer did worshipers have to depend on their priests to read and interpret the Bible for them. Now they could read and find meaning on their own. And for some, like Martin Luther, their interpretations differed greatly

from those of the Church. For others, religious books beautifully illustrated with woodcuts and engravings rekindled religious feelings and encouraged popular piety.

Printing prepared the way for a religious revolution. Books on religion publicized the corruption of the Renaissance popes and other problems in the Church. New ideas spread more quickly than ever before. Many of Luther's ideas were drawn from the writings of John Wycliffe and John Huss, earlier critics of the Church. In turn, printing presses quickly spread Luther's 95 theses throughout Europe, drawing many followers to his teachings. The pen was proving to be mightier than the sword.



CHAPTER  
**17**

Section 2

GEOGRAPHY APPLICATION: MOVEMENT

# Trade in Renaissance Europe

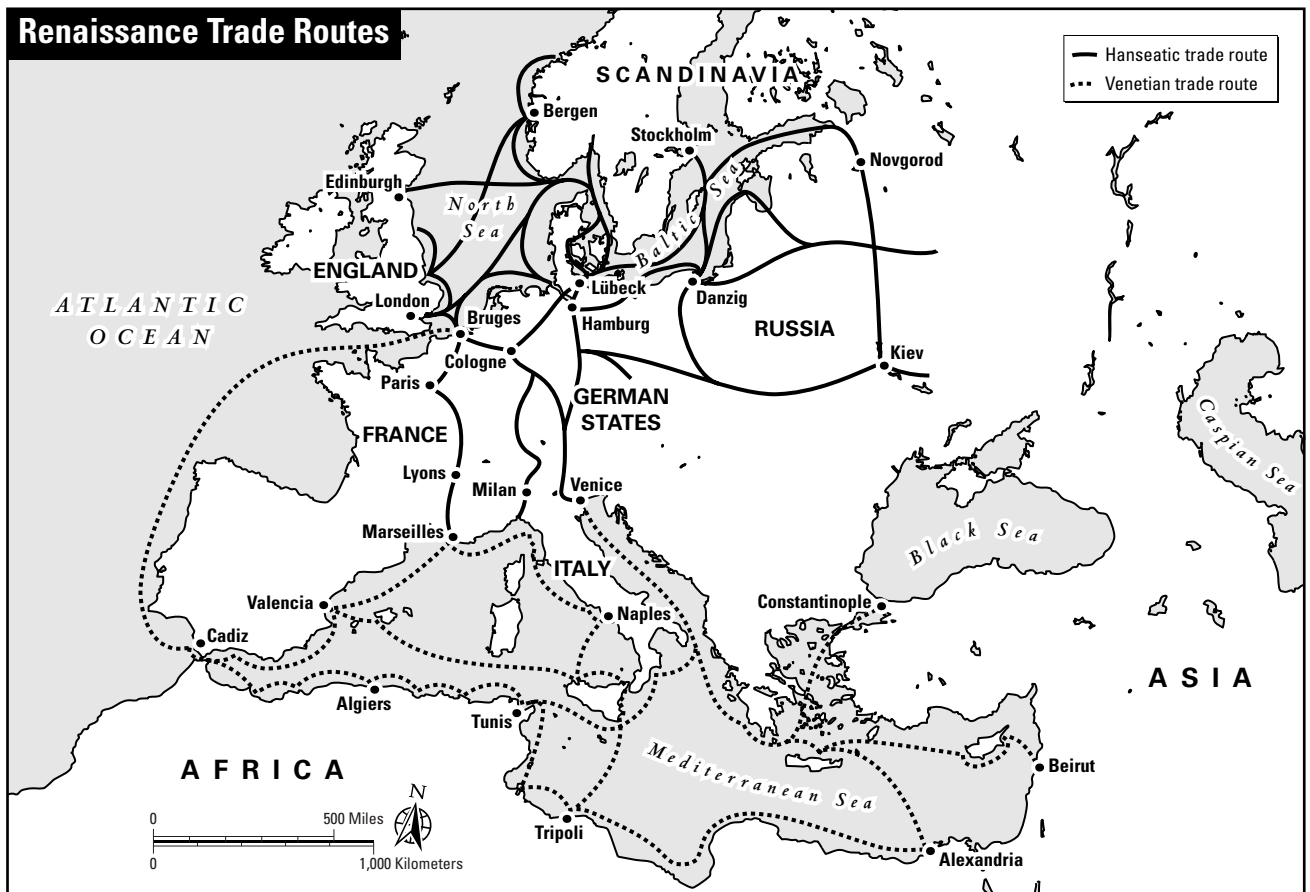
*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

For centuries Venice and other coastal Italian city-states had a monopoly on trade in their region, the Mediterranean Sea. As a result, around 1200, European merchants to the north began organizing far-ranging, controlled trade routes of their own.

Northern European cities formed a federation called the Hanseatic League. By the 1300s the League had incorporated most of the Baltic and North Sea ports, with German states serving as a go-between. Lübeck, built in the 1200s, was situated in a sheltered port and became the “mother town” of the League, which stretched from Russia to England. Merchants from the nearly 100-member cities—including such inland locations as

Cologne and Novgorod—made up the League’s governing body.

Along with a great growth in ship traffic in the upper European region, land transport also increased. Cloth, metals, and other goods such as fish, timber, animal skins, tar, and turpentine were brought to ports and exchanged for the raw goods of Scandinavia and Russia. The League eventually set up branch offices in England and created monopolies to protect their commerce. However, in the early 1600s, the League was hit by internal strife and foreign attacks and was so weakened that it disbanded. At this time, English and Dutch merchants took over control of shipping in the region.



**Interpreting Text and Visuals**

1. What is the Hanseatic League? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Name four port cities where the Venetian and Hanseatic trade routes met. \_\_\_\_\_  
\_\_\_\_\_
3. Besides location and length, what would you say marks the major difference between the Hanseatic and Venetian trade routes? \_\_\_\_\_
4. Describe the movement of goods from the port of Marseilles to London in two ways: by Venetian and by Hanseatic trade routes. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. In the 1300s a land route and then a canal connected Lübeck with Hamburg. Why do you think this linkage was so important? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. The Baltic Sea has been called a “Scandinavian Mediterranean.” Explain why that comparison seems logical. \_\_\_\_\_  
\_\_\_\_\_
7. Considering the weather possibilities of their far northern location, what do you see as one great disadvantage to the Hanseatic League’s sea routes?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



CHAPTER  
**17**

Section 1

**PRIMARY SOURCE** *from The Courtier*  
by Baldassare Castiglione

*Baldassare Castiglione was a well-known Venetian diplomat who served under the Duke of Urbino. Sent to the courts of Henry VIII in London and Louis XII in Milan, Castiglione observed court life firsthand. His book of manners and polite society, The Courtier, was published in 1528 and was translated into several languages. A whole generation of young courtiers diligently followed his advice. As you read this excerpt from his book, consider what characteristics the perfect courtier should possess.*

“To come, therefore, to the quality of the person, I say he is well if he be neither of the least nor of the greatest size. For both the one and the other hath with it a certain spiteful wonder, and such men are marveled at, almost as much as men marvel to behold monstrous things. Yet if there must needs be a default in one of the two extremities, it shall be less hurtful to be somewhat of the least than to exceed the common stature in height. For men so shot up of body, beside that many times they are of a dull wit, they are also inapt for all exercises of nimbleness, which I much desire to have in the Courtier. And therefore will I have him to be of a good shape, and well proportioned in his limbs, and to show strength, lightness, and quickness, and to have understanding in all exercises of the body that belong to a man of war. And herein I think the chief point is to handle well all kind of weapon both for footman and horseman, and to know the vantages in it. And especially to be skilful on those weapons that are used ordinarily among gentlemen, for beside the use that he shall have of them in war, where peradventure needeth no great cunning, there happen oftentimes variances between one gentleman and another, whereupon ensueth a combat. And many times it shall stand him in stead to use the weapon which he hath at that instant by his side. . . .

“There be also many other exercises, the which, though they depend not thoroughly upon arms, yet have they a great agreement with them, and have in them much manly activity. And of them methink hunting is one of the chiefest, for it hath a certain likeness with war, and truly a pastime for great men, and fit for one living in court. And it is found that it hath also been much used among them of old time. It is meet for him also to have the art of swimming, to leap, to run, to cast the stone; for besides the profit that he may receive of this in the

wars, it happeneth to him many times to make proof of himself in such things, whereby he getteth him a reputation, especially among the multitude, unto whom a man must sometime apply himself. Also it is a noble exercise and meet for one living in court to play at tennis, where the disposition of the body, the quickness and nimbleness of every member, is much perceived, and almost whatsoever a man can see in all other exercises. . . .

“But because we cannot always endure among these so painful doings, besides that the continuance goeth nigh to give a man his fill, and taketh away the admiration that men have of things seldom seen, we must continually alter our life with practising sundry matters. Therefore will I have our Courtier to descend many times to more easy and pleasant exercises. And to avoid envy and to keep company pleasantly with every man, let him do whatsoever other men do; so he decline not at any time from commendable deeds, but governeth himself with that good judgment that will not suffer him to enter into any folly; but let him laugh, dally, jest, and dance, yet in such wise that he may always declare himself to be witty and discreet, and everything that he doeth or speaketh, let him do it with a grace.”

*from Baldassare Castiglione, The Courtier, Thomas Hoby, trans. (The National Alumni, 1907), 30–35.*

## Discussion Questions

### Determining Main Ideas

1. According to Castiglione, what physical attributes befitted a courtier?
2. Why did a courtier need to handle different kinds of weapons skillfully?
3. **Analyzing Issues** Why did Castiglione feel a courtier should engage in such activities as hunting, swimming, and tennis?

**CHAPTER  
17****Section 1****PRIMARY SOURCE** *from The Prince*  
by Niccolò Machiavelli

*Niccolò Machiavelli (1469–1527) was an Italian political philosopher, historian, poet, and playwright from Florence. Serving in public office for 14 years, he went on almost 30 diplomatic missions for the Florentine city-state. During his diplomatic career, he traveled around Italy and to the courts of France and Germany, gaining insight into the world of Renaissance politics. In 1513 Machiavelli wrote The Prince, a book of advice to rulers on how to found a state and how to stay in power. The following excerpt shows Machiavelli's views on how a ruler should build his reputation.*

***How a Prince Should Conduct Himself so as to Gain Renown***

Nothing makes a prince so much esteemed as great enterprises and setting a fine example. We have in our time Ferdinand of Aragon, the present King of Spain. He can almost be called a new prince, because he has risen, by fame and glory, from being an insignificant king to be the foremost king in Christendom; and if you will consider his deeds you will find them all great and some of them extraordinary. In the beginning of his reign he attacked Granada, and this enterprise was the foundation of his dominions. He did this quietly at first and without any fear of hindrance, for he held the minds of the barons of Castile occupied in thinking of the war and not anticipating any innovations; thus they did not perceive that by these means he was acquiring power and authority over them. He was able with the money of the Church and of the people to sustain his armies, and by that long war to lay the foundation for the military skill which has since distinguished him. Further, always using religion as a plea, so as to undertake greater schemes, he devoted himself with a pious cruelty to driving out and clearing his kingdom of the Moors; nor could there be a more admirable example, nor one more rare. Under this same cloak he assailed Africa, he came down on Italy, he has finally attacked France; and thus his achievements and designs have always been great, and have kept the minds of his people in suspense and admiration and occupied with the issue of them. And his actions have arisen in such a way, one out of the other, that men have never been given time to work steadily against him. . . .

Never let any Government imagine that it can choose perfectly safe courses; rather let it expect to have to take very doubtful ones, because it is found

in ordinary affairs that one never seeks to avoid one trouble without running into another; but prudence consists in knowing how to distinguish the character of troubles, and for choice to take the lesser evil.

A prince ought also to show himself a patron of ability, and to honour the proficient in every art. At the same time he should encourage his citizens to practise their callings peaceably, both in commerce and agriculture, and in every other following, so that the one should not be deterred from improving his possessions for fear lest they be taken away from him or another from opening up trade for fear of taxes; but the prince ought to offer rewards to whoever wishes to do these things and designs in any way to honour his city or state.

Further, he ought to entertain the people with festivals and spectacles at convenient seasons of the year; and as every city is divided into guilds or into societies, he ought to hold such bodies in esteem, and associate with them sometimes, and show himself an example of courtesy and liberality; nevertheless, always maintaining the majesty of his rank, for this he must never consent to abate in anything.

*from Niccolò Machiavelli, The Prince. Reprinted in Robert Maynard Hutchins, ed., Great Books of the Western World (Encyclopaedia Britannica, Inc., 1952), 31–33.*

**Activity Options**

1. **Analyzing Causes and Recognizing Effects** Make a cause-and-effect diagram illustrating how a prince gains renown according to Machiavelli. Then share your diagram with your classmates.
2. **Determining Main Ideas** Write a numbered list of tips for princes who want to gain fame and public approval. Share your list with a group of classmates and discuss which tips political leaders today might use.

CHAPTER  
**17**

Section 3

PRIMARY SOURCE

# A Conference with Elizabeth I

by André Hurault

*Elizabeth I (1533–1603) was the daughter of Henry VIII and Anne Boleyn. She became queen of England in 1558. In the following passage, the French ambassador to England records his impressions of a private meeting that he had with Elizabeth I on December 8, 1597. As you read his account, think about the queen's appearance and behavior.*

On the 8th of December I did not think to be given an audience for that day and was resolved to make my complaint; but about one hour after noon there came a gentleman from the Queen who said to me that her Majesty was much grieved that she had not given me audience sooner, and that she prayed me to come to her that very hour. He brought me in a coach to take me down to the river where one of the barges awaited me, and we went thence to the gate of the Queen's palace. . . .

She was strangely attired in a dress of silver cloth, white and crimson, or silver 'gauze', as they call it. This dress had slashed sleeves lined with red taffeta, and was girt about with other little sleeves that hung down to the ground, which she was for ever twisting and untwisting. She kept the front of her dress open . . . and often she would open the front of this robe with her hands as if she was too hot. The collar of the robe was very high, and the lining of the inner part all adorned with little pendants of rubies and pearls, very many, but quite small. She had also a chain of rubies and pearls about her neck. On her head she wore a garland of the same material and beneath it a great reddish-coloured wig, with a great number of spangles of gold and silver, and hanging down over her forehead some pearls, but of no great worth. On either side of her ears hung two great curls of hair, almost down to her shoulders and within the collar of her robe, spangled as the top of her head. . . .

As for her face, it is and appears to be very aged. It is long and thin, and her teeth are very yellow and unequal, compared with what they were formerly, so they say, and on the left side less than on the right. Many of them are missing so that one cannot understand her easily when she speaks quickly. Her figure is fair and tall and graceful in whatever she does; so far as may be she keeps her dignity, yet humbly and graciously withal.

All the time she spoke she would often rise from her chair, and appear to be very impatient with what I was saying. She would complain that the fire was hurting her eyes, though there was a great screen before it and she six or seven feet away; yet did she give orders to have it extinguished, making them bring water to pour upon it. She told me that she was well pleased to stand up, and that she used to speak thus with the ambassadors who came to seek her, and used sometimes to tire them, of which they would on occasion complain. I begged her not to overtire herself in any way, and I rose when she did; and then she sat down again, and so did I. At my departure she rose and conducted me to that same place where she had come to receive me, and again began to say that she was grieved that all the gentlemen I had brought should see her in that condition, and she called to see them. They made their reverence before her, one after the other, and she embraced them all with great charm and smiling countenance.

*from André Hurault, Journal of an Embassy from Henry IV to Queen Elizabeth, 1597, trans. by G. B. Harrison and R. A. Jones (Nonesuch Press, 1931). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon Books, 1987), 156–159.*

## Research Options

1. **Writing Expository Paragraphs** Use print or on-line resources to find out more about the life and reign of Elizabeth I. Then write a brief biographical sketch and share it with your classmates.
2. **Making Judgments** André Hurault provides a detailed description of the queen's attire. Research fashions of the Renaissance. Then sketch costume designs for a film set during this time period and display them in class.

**CHAPTER  
17****Section 3****PRIMARY SOURCE**

## Report on the English Reformation

*Thomas Cromwell (1485?–1540) was an English statesman who served under Henry VIII. Cromwell devised the policy that separated England from the Roman Catholic Church and was responsible for establishing the Reformation in England. The following excerpt comes from a report by Cromwell's agents—John London, Roger Townshend, Richard Layton, and Geoffrey Chamber—on the progress of the English Reformation from 1537 to 1538. According to the report, what steps were taken to break with the Roman Catholic Church during the Reformation?*

In my most humble manner I have me commend-  
ed unto your good lordship, ascertaining the  
same that I have pulled down the image of Our  
Lady at Caversham, whereunto was great pilgrim-  
age. The image is plated over with silver, and I  
have put it in a chest fast locked and nailed up, and  
by the next barge that cometh from Reading to  
London it shall be brought to your lordship. I have  
also pulled down the place she stood in, with all  
other ceremonies, as lights, shrowds, crosses, and  
images of wax hanging about the chapel, and have  
defaced the same thoroughly in eschewing of any  
further resort thither. This chapel did belong to  
Notley Abbey, and there always was a canon of that  
monastery which was called the Warden of  
Caversham, and he sung in this chapel and had the  
offerings for his living. He was accustomed to show  
many pretty relics, among the which were (as he  
made report) the holy dagger that killed King  
Henry, and the holy knife that killed St. Edward.  
All these with many other, with the coats of this  
image, her cap and hair, my servants shall bring  
unto your lordship this week, with the surrender of  
the friars under their convent seal, and their seal  
also. I have sent the canon home again to Notley,  
and have made fast the doors of the chapel, which  
is thoroughly well covered with lead, and if it be  
your lordship's pleasure I shall see it made sure to  
the King's grace's use. And if it be not so ordered,  
the chapel standeth so wildly that the lead will be  
stolen by night. . . . At Caversham is a proper lodg-  
ing where the canon lay, with a fair garden and an  
orchard, meet to be bestowed upon some friend of  
your lordship's in these parts. . . .

Please it your good lordship to be advertised  
that there was a poor woman of Wells, beside  
Walsingham, that imagined a false tale of a miracle  
to be done by the image of Our Lady that was at  
Walsingham, since the same was brought from  
thence to London. And upon the trial thereof, by

my examination from one person to another, to the  
number of six persons, and at last came to hear that  
she was the reporter thereof, and to be the very  
author of the same, as far forth as my conscience  
and perceiving could lead me, I committed her  
therefore to the ward of the constable at  
Walsingham. The next day after, being market day,  
there I caused her to be set in stocks in the morn-  
ing, and about 9.00 of the clock when the said mar-  
ket was fullest of people, with a paper set about her  
head, written with these words upon the same A  
REPORTER OF FALSE TALES, was set in a cart  
and so carried about the market stead and other  
streets in the town, staying in divers places where  
most people assembled, young people and boys of  
the town casting snowballs at her. This done and  
executed, was brought to the stocks again, and  
there set till the market was ended. This was her  
penance; for I knew no law otherwise to punish her  
but by discretion, trusting it shall be a warning to  
other light persons in such wise to order themselves.  
Howbeit, I cannot perceive but the said image is  
not yet out of some of their heads, I thought it con-  
venient to advertise your lordship of the truth of  
this matter. . . .

from H. Ellis, *Original Letters*, 1824–46. Reprinted in John  
Carey, ed., *Eyewitness to History* (New York: Avon Books,  
1987), 89–91.

## Discussion Questions

### Summarizing

1. What property did Cromwell's agents seize from English monasteries?
2. How did Cromwell's agents punish a woman who attributed a miracle to the image of Our Lady at Walsingham?
3. **Recognizing Effects** According to this report, what changes occurred in England as a result of the Reformation?



CHAPTER  
**17**

Section 1

LITERATURE SELECTION *from The Agony and the Ecstasy*  
by Irving Stone

*American author Irving Stone's novel The Agony and the Ecstasy traces the life of famed Renaissance sculptor and painter Michelangelo Buonarroti. In the following excerpt, Michelangelo has been commissioned by Pope Julius II to paint the ceiling of the Sistine Chapel in Rome; however, he and his assistant Michi get off to a shaky start with this daunting project. As you read, think about the different problems Michelangelo encounters and how he solves them.*

He began with the Deluge, a large panel toward the entrance of the chapel. By March he had the cartoon blown up and ready to be transferred to the ceiling. Winter had not released its grip on Rome. The Sistine was bitterly cold. A hundred braziers could not heat its lowest areas. He wore his warm wool stockings, brache and shirt.

Rosselli, who had left for Orvieto for a profitable commission, had trained Michi in the mixing of the plaster and the method of applying it. Michelangelo helped him carry the sacks of lime, sand and pozzolana, volcanic tufa dust, up the steep wall ladders to the top of the scaffolding. Here Michi made his mix. Michelangelo was dissatisfied with the tawny color caused by the pozzolana, adding more lime and ground marble. He and Michi then climbed the series of three receding platforms that Rosselli had built so that they could plaster and paint the top of the rolling vault. Michi laid an area of intonaco, then held the cartoon. Michelangelo used the stick, charcoal bag, red ochre for connecting lines.

Michi descended, set to work grinding colors below. Michelangelo was now on his top platform, sixty feet above the floor. He had been thirteen when he stood for the first time on the scaffolding in Santa Maria Novella, alone on a peak above the chapel and the world. Now he was thirty-four, and now, as then, he suffered vertigo. The Sistine seemed so hollow from up here, with his head just one foot below the ceiling. He smelled the wet plaster, the pungence of his freshly ground paints. He turned from his view of the marble floor, picked up a brush, squeezed it between the fingers and thumb of his left hand, remembering that he would have to keep his colors liquid this early in the morning. . . .

He had watched Ghirlandaio paint enough panels to know that he should begin at the top and work his way downward on either side; but he

lacked experience to paint professionally, and so he began at the dominant point, the one that interested him the most: the extreme left end, the last piece of green earth showing above the flood, the trunk of a storm-twisted tree extending toward what would later be Noah's Ark, with the last of perishing humanity climbing the banks: a woman carrying a child in her arms, an older one clutching her leg; a husband carrying his distraught wife on his back; a vanishing trail of heads, old and young, about to be submerged in the rising waters; and above them all, a young man climbing and clutching at the tree trunk in a desperate effort to gain the highest vantage point.

He painted with his head and shoulders pulled sharply back, his eyes staring straight up. Paint dripped onto his face, the moisture of the wet plaster oozed out and dripped in his eyes. His arms and back tired quickly from the strain of the unnatural position. During the first week he allowed Michi to lay only modest areas of intonaco each day, proceeding cautiously, experimenting not only with the contortions of the figures but with a wide variety of flesh tones and the colors of the blue, green and rose robes of those who still retained their clothing. He knew that these small areas caused too many seams, that at this rate Granacci's estimate of forty years would prove more accurate than his own resolution of four. Yet he learned as he went along; this panel of life and death in violent action bore little relation to the Ghirlandaio still lifes. He was content to feel his way slowly until he had mastered his medium.

At the end of the first week a biting north wind arose. Its whistling kept him awake most of the night. In the morning he walked to the Sistine with his scarf wound around his mouth, not sure, even as he climbed the ladder, whether he could get his hands warm enough to hold a brush. But when he reached the top of Rosselli's highest platform he

saw that there was no need to do so: his panel was ruined. His plaster and paints were not drying. Instead, there was a moist dripping at the edges of his stormy tree, the man mounting the bank, a bundle of clothes on his shoulder. The oozing moisture was creating a mold which was creeping over the paint, slowly absorbing it. Behind him he heard Michi ask in a choked voice:

"I made the plaster bad?"

It was a long time before he could reply; he felt too sick.

"It was me. I don't know how to mix paints for fresco. It's been too many years since Ghirlandaio's. Granacci and the others did the work on my first prophet; all I did was apply the paint."

He stumbled down the ladder, tears in his eyes, made his way blindly to the Papal palace, waited for an interminable time in a cold anteroom. When he was admitted he stood forlornly before Julius.

"What is it, my son? You look ill."

"I have failed."

"In what way?"

"What I have done is spoiled."

"So quickly?"

"I told Your Holiness it was not my art."

"Lift up your head, Buonarroti. I have never seen you . . . crushed. I prefer you storming at me."

"The ceiling has begun to drip. The moisture is causing spots of mold."

"Can't you dry them?"

"I know not how, Holiness. My colors are disappearing into the mold. They are being consumed by the salty edges."

"I can't believe that you would fail . . ." He turned to a groom. "Go to Sangallo's house, tell him to inspect the Sistine ceiling at once, and bring me his report."

Michelangelo retreated to the cold outer room and the hard waiting bench. This was the worst defeat he had ever suffered. Much as he hated giving his years to fresco, he had nonetheless evolved a masterly conception. He was not accustomed to failure; it was the only thing in his lexicon that was worse than being forced to work in alien mediums. That the Pope would be through with him there could be no doubt, even though his collapse as a

fresco painter had nothing to do with his qualities as a marble sculptor. He would certainly not be allowed to carve the tomb. When an artist failed this abjectly, he was finished. The news of his failure would be all over Italy in a matter of days. Instead of returning to Florence in triumph he would creep home like a beaten dog, the tail of his pride between his legs. Florence would not like that. They would consider that he had undermined their position in the art world. Gonfaloniere Soderini would feel let down; he would have been a liability at the Vatican instead of an asset. Again he would have wasted a full year of his productive life.

He was buried so deep in his gloom that he did not see Sangallo come in. He was hustled into the throne room before he had a chance to collect himself.

"Sangallo, what have you found?" the Pope demanded.

"Nothing serious, Holiness. Michelangelo applied the lime in too watery a state, and the north wind caused it to exude."

"But it's the same composition Ghirlandaio used in Florence," Michelangelo cried. "I watched it being prepared. . . ."

"Roman lime is made of travertine. It does not dry as readily. The pozzolana Rosselli taught you to mix with it stays soft, and often breaks into an efflorescence while drying. Substitute marble dust for pozzolana, use less water with this lime. All will be well."

"What about my colors? Must I tear out that part of the ceiling?"

"No. In time the air will consume the mold. Your colors won't be hurt."

Had Sangallo come back and reported that the ceiling was ruined, he would have been on the road to Florence by noon. Now he could return to his vault, though the events of the morning had given him an excruciating headache. . . .

For thirty days he painted from light to darkness, completing the Sacrifice of Noah, the four titanic male nudes surrounding it, the Erythraean Sibyl on her throne, and the Prophet Isaiah in the pendentive opposite, returning home at night to enlarge the cartoon of the Garden of Eden. For thirty days he slept in his clothes, without taking off even his boots; and when at the completion of the

***The news of his failure would be all over Italy in a matter of days. Instead of returning to Florence in triumph he would creep home like a beaten dog.***

section, utterly spent, he had Michi pull his boots off for him, the skin came away with them.

He fed off himself. When he grew dizzy from standing and painting with his head and shoulders thrown back, his neck arched so that he could peer straight upward, his arms aching in every joint from the vertical effort, his eyes blurred from the dripping paint even though he had learned to paint through slits and to blink them shut with each brush stroke as he did against flying marble chips, he had Rosselli make him a still higher platform, the fourth on top of the scaffolding. He painted sitting down, his thighs drawn up tight against his belly for balance, his eyes a few inches from the ceiling, until the unpadded bones of his buttocks became so bruised and sore he could no longer endure the agony. Then he lay flat on his back, his knees in the air, doubled over as tightly as possible against his chest to steady his painting arm. Since he no longer bothered to shave, his beard became an excellent catchall for the constant drip of paint and water. No matter which way he leaned, crouched, lay or knelt, on his feet, knees or back, it was always in strain.

Then he thought he was going blind. A letter arrived from Buonarroto, and when he tried to read it he could see nothing but a blur. He put the letter down, washed his face, ate a few forkfuls of the overcooked pasta Michi had made for him, went back to the letter. He could not decipher a word.

He threw himself on his bed, sorely beset. What was he doing to himself? He had refused to paint the simple commission the Pope had requested, and now he would come out of this chapel a gnarled, twisted, ugly, blind dwarf, deformed and aged by his own colossal stupidity. What Torrigiani had done to his face, the vault would do to his body. He would carry its scars to his dying day. Why couldn't he have let well enough alone? He would have made his peace with the Pope, been back in Florence long since, enjoying dinner with the Company of the Cauldron, living in his comfortable house, carving the Hercules.

Sleepless, racked with pain, homesick, lonely, he rose in the inky blackness, lit a candle, and on

the back of an old sketch tried to lighten his mood by pouring out his woes:

I've grown a goitre by dwelling in this den—  
as cats from stagnant streams in Lombardy,  
or in what other land they hap to be—  
which drives the belly close beneath the chin:

My beard turns up to heaven; my nape falls in,  
fixed on my spine: my breast-bone visibly  
grows like a harp: a rich embroidery  
bedews my face from brush-drops thick and thin.

My loins into my paunch like levers grind:  
my buttock like a crupper bears my weight;  
my feet unguided wander to and fro;

In front my skin grows loose and long; behind  
by bending it becomes more taut and strait;  
crosswise I strain me like a Syrian bow:. . .

Come then, try  
to succor my dead pictures and my fame;  
since foul I fare and painting is my shame.

## Research Options

1. **Using Research in Writing** Find out more about Michelangelo. Then work with classmates to plan and arrange a bulletin board display about his life. Include a brief biographical sketch and pictures of his works of art. Use captions to identify each work of art you use in the display.
2. **Writing Expository Paragraphs** Research how frescoes are created. Write a brief step-by-step explanation of the process, including definitions of such terms as *pozzolana* and *intonaco*, and share it with a small group of classmates.
3. **Perceiving Relationships** Find pictures of the Sistine Chapel frescoes. Match the images you see with descriptions in this passage from *The Agony and the Ecstasy*. For example, find depictions of the Deluge, the Sacrifice of Noah, the Garden of Eden, the Prophet Isaiah, and so forth.



**CHAPTER  
17****Section 1****HISTORYMAKERS**

# Niccolò Machiavelli

## *Inventor of Political Science*

*"My intent being to write a useful work . . . it seemed to me more appropriate to pursue the actual truth of the matter than the imagination of it. Many have imagined republics and principalities which were never seen or known really to exist; because how one lives is so far removed from how one ought to live that he who abandons what one does for what one ought to do, learns rather his own ruin than his preservation."*—Niccolò Machiavelli, *The Prince* (1513)

Niccolò Machiavelli, an intellectual and sometime government official, nearly lived an anonymous life. He was an educated man who had written plays but remained an unknown citizen of Florence, Italy, well into middle age. It was not until the age of 44 that he single-handedly revolutionized the study of governments and politics.

Machiavelli was born in 1469 to a noble family in Florence, one of the intellectual centers of the Italian Renaissance. He received a solid education. During his twenties, he worked in Rome on behalf of a Florentine banker. Florence was experiencing political upheaval at the time. Lorenzo de' Medici, the great banker and patron of the arts, had ruled the city until his death in 1492. His son proved to be an incompetent heir and was banished from the city. A few years later, the people of Florence decided to form a republic.

Machiavelli became an official in the new government. He served the city-state on several diplomatic missions that allowed him close observation of some of the leading political figures of his time. He grew to respect those who knew how to gain and use power. He also took the role of organizing a citizen-army for Florence, which he modeled after the army of the ancient Roman Republic.

Machiavelli's militia did not have the fighting ability of Rome's famed legions, though. In 1512, the Spanish army defeated the Florentine troops, and the Medici family once again took power. Machiavelli was dismissed from the government and retired to his country estate to write.

Among Machiavelli's creations was *The Prince*. A devoted supporter of republican government, he nevertheless dedicated the work to the new Medici ruler of Florence. Machiavelli hoped *The Prince* would prove his intelligence so he could win a job in the new regime. He also hoped to spur the Medici family to unite northern Italy and insulate it from foreign interference.

Previous writers of political philosophy tried to describe perfect governments. Machiavelli had a different idea in mind. He wanted to understand how political leaders could best obtain and hold power. He thought that trickery was more effective in achieving these goals than honesty. He also thought that acquiring and maintaining power was more important to rulers than being a "good" leader. The chapter title "On Cruelty and [compassion], and Whether It Is Better To Be Loved or Feared" reveals the core of his view of government, which is based on his view of human nature:

It will naturally be answered that it would be desirable to be both [loved] and [feared]; but as it is difficult to be both at the same time, it is much more safe to be feared than to be loved, when you have to choose between the two. For it may be said of men in general that they are ungrateful and fickle, dissemblers, avoiders of danger, and greedy of gain.

His name became an adjective—"Machiavellian"—came to describe any leader who used deceit to impose his or her will.

Ironically, Machiavelli was ruined by his own ambitions. The Medici gave him diplomatic work. However, when they were overthrown and the republic restored again, Machiavelli was tainted by his association with the Medici. He was turned down for employment and died shortly thereafter.

## Questions

1. **Drawing Conclusions** How did Machiavelli's ideas and actions reflect his respect for ancient Rome?
2. **Analyzing Issues** Why is it appropriate to call Machiavelli's work political science?
3. **Making Inferences** What was Machiavelli's view of human nature?



## Section 3

## HISTORYMAKERS

Elizabeth I  
*Gloriana*

*"It is my desire to live nor reign no longer than my life and reign shall be for your good. And though you have had, and may have, many princes more mighty and wise sitting in this seat, yet you never had, nor shall have, any that will be more careful and loving."—Elizabeth, addressing Parliament (1601)*

Called "Gloriana," Elizabeth I, the new queen of England in 1558, ushered in a period of unmatched artistic growth and political achievements. She survived a difficult childhood to reach the throne at age 25. She patched over religious differences, skillfully manipulated other rulers who sought her hand in marriage, helped guide England past a serious foreign threat, and presided over a period of intellectual and artistic flowering. She became a magnificent symbol of England's rise.

The daughter of Anne Boleyn, the second wife of Henry VIII, Elizabeth was forced to grow up fast in an unstable and dangerous court. When she was not yet three years old, her father accused her mother of conspiracy and had Anne Boleyn executed. Elizabeth, like her older half-sister Mary, was declared illegitimate. In 1544, Elizabeth was named third in line to the throne, but her troubles did not go away. She was suspected of being involved in a plot against her half-brother Edward when he became king. She responded well to tough questions, though, and her innocence was accepted.

After Edward's death, Mary became queen. She was Catholic, and became suspicious of Elizabeth, who was Protestant. Once again, Elizabeth was wrongly accused of plotting against the crown. She was arrested and placed in the Tower of London but was released two months later. In 1558, Mary died, and Elizabeth was crowned queen.

Elizabeth inherited a miserable situation in England. One contemporary described the state in hopeless terms: "The queen poor. The realm exhausted. The nobility poor and decayed. . . . The people out of order. Justice not executed." However, her reign reversed these trends and revived the English spirit.

In the first decades of Elizabeth's rule, she played a skillful game of cat-and-mouse with the powerful nobles of Europe, who wanted to marry her and win control of England. She entertained several possible husbands, changing her course as she believed was best for English policy. In the

end, she frustrated all suitors and never married. While her policy ensured the independence of England, it was risky. If she died unexpectedly, a struggle for the throne was bound to result.

Elizabeth also attempted to heal the religious differences that plagued England. In 1559, she persuaded Parliament to approve a law that made England Protestant but that also gave some concessions to Catholics. Though laws against Catholic practices grew stricter under her rule, she managed to lighten them in practice.

In the 1580s, England drifted toward war with Spain. Elizabeth allowed English sea captains to plunder Spanish ships bringing gold and silver from the New World. She also sent aid and English troops to the areas of the Netherlands that were fighting to win independence from Spain. In 1588, Philip II of Spain launched a huge fleet, the Armada, against England. England's faster ships outsailed the Spanish fleet and inflicted heavy damage on them. A severe storm destroyed many Spanish ships and helped defeat the Armada.

In Elizabeth's later years, England suffered other problems. The Irish, encouraged by Spain, rebelled against English control. These wars and the defeat of the Armada drained the treasury. The economy weakened. Nobles and government officials jockeyed for power and influence. During this time, however, English writers produced an outpouring of poems, plays, and other works that showed great creativity and skill. The queen, now 70, finally weakened and died in 1603.

## Questions

1. **Making Inferences** What actions do you think demonstrated that Elizabeth was both a clever and fair ruler? Explain.
2. **Drawing Conclusions** Why was Elizabeth such a desirable match in marriage?
3. **Clarifying** What policies led to conflict with Spain?



CHAPTER  
17

## Section 1

## CONNECTIONS ACROSS TIME AND CULTURES

## *A Flowering of Creativity and Knowledge*

**THEMATIC CONNECTION:**  
**CULTURAL INTERACTION**

*In this chapter you read about the explosion of creativity historians call the Renaissance. In Chapter 10, you read how arts and learning flourished in Muslim society during the time of the Abbasids' rule. How did Muslim achievements in the arts and sciences resemble the achievements of the Renaissance that began in Italy in the 1300s? Use information in Chapters 10 and 17 to answer the questions that follow.*

1. As Muslim rule expanded, prosperous urban centers developed in Baghdad, Damascus, Córdoba, and Cairo.
  - a. What led to the growth of cities in northern Italy? \_\_\_\_\_  
\_\_\_\_\_
  - b. How might sophisticated urban centers contribute to learning and the arts? \_\_\_\_\_  
\_\_\_\_\_
2. Leaders of the Umayyads and the Abbasids encouraged scholars to translate ancient texts. Who were patrons of artists and scientists in the Renaissance? \_\_\_\_\_  
\_\_\_\_\_
3. Islam forbade making pictures of living beings, so Muslim artists developed high skills in areas such as calligraphy and the decorative arts. How did Christianity affect the art of the Renaissance? \_\_\_\_\_  
\_\_\_\_\_
4. A ninth-century Muslim philosophical society visualised the ideal man in terms of faith, education, astuteness, good conduct, piety, knowledge of sciences, ability to interpret mysteries, and spiritual life.
  - a. What values did the Renaissance look for in a “universal man”? \_\_\_\_\_  
\_\_\_\_\_
  - b. How are these ideals alike? How are they different? \_\_\_\_\_  
\_\_\_\_\_
5. A major contribution of Abbasid artists and scholars was to preserve and develop ideas from many earlier cultures—Greek, Roman, Indian, and Arabic. In your opinion, what was the major contribution of the Renaissance? \_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**17****Section 1****RETEACHING ACTIVITY***Italy: Birthplace of the Renaissance*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. During the Renaissance, patrons of the arts were people who frequented many art festivals.  
\_\_\_\_\_
- \_\_\_\_\_ 2. The technique of perspective was used by Renaissance painters to show three dimensions on a flat surface.  
\_\_\_\_\_
- \_\_\_\_\_ 3. The Renaissance, a movement that started in Germany and lasted 300 years, brought about a growth of creativity in art, writing, and thought.  
\_\_\_\_\_
- \_\_\_\_\_ 4. The general emphasis of the Renaissance movement was religious.  
\_\_\_\_\_
- \_\_\_\_\_ 5. *The Prince*, by Niccolò Machiavelli, stated that people are selfish and corrupt, and that a prince should be feared more than loved.  
\_\_\_\_\_
- \_\_\_\_\_ 6. Some Renaissance writers wrote in the vernacular, or in the author's native language.  
\_\_\_\_\_
- \_\_\_\_\_ 7. An intellectual movement called humanism focused on scientific information about the human body.  
\_\_\_\_\_
- \_\_\_\_\_ 8. "Renaissance men" were men who mastered many fields of endeavor.  
\_\_\_\_\_



Section 2

RETEACHING ACTIVITY

# The Northern Renaissance

**Determining Main Ideas** The following questions deal with the Northern Renaissance. Answer them in the space provided.

1. How did the styles and techniques of the Italian Renaissance spread to the North?

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2. What did the Christian humanism movement focus on?

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3. What was the Renaissance movement called in England and why?

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4. What were some of the changes brought about by the Renaissance period?

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**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                             |                               |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>_____ 5. Book by Thomas More whose title means “no place” in Greek, and has come to mean “ideal place” in English</p>                    | <p>a. Christine de Pizan</p>  |
| <p>_____ 6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply</p> | <p>b. William Shakespeare</p> |
| <p>_____ 7. One of the first women writers to speak out against the different treatment of boys and girls</p>                               | <p>c. <i>Utopia</i></p>       |
| <p>_____ 8. The most famous Elizabethan writer who wrote with a deep understanding of human beings</p>                                      | <p>d. Johann Gutenberg</p>    |

**CHAPTER**  
**17****Section 3****RETEACHING ACTIVITY***Luther Leads  
the Reformation*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

Reformation  
Peace of Augsburg  
indulgence

Lutherans  
Protestant  
annul

Anglican  
heretic

1. Christians who were members of non-Catholic churches were considered \_\_\_\_\_.
2. An \_\_\_\_\_, otherwise known as a pardon, released a sinner from the penalty that a priest imposed for sins.
3. Luther was declared a \_\_\_\_\_, or a person who holds beliefs that differ from official Church teachings.
4. Henry VIII asked the pope to \_\_\_\_\_ his marriage to Catherine Howard so that he could take a younger wife.
5. The \_\_\_\_\_ Church was created by Parliament and Elizabeth I to return England to Protestantism.
6. Luther's 95 Theses began the \_\_\_\_\_, a movement for religious reform.
7. Luther and his followers became a separate religious group from the Catholic Church, known as \_\_\_\_\_.
8. A religious settlement known as the \_\_\_\_\_ declared that each ruler would decide the religion of their state.



## Section 4

## RETEACHING ACTIVITY

*The Reformation Continues*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                                              |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| _____ 1. A theory that God has known since the beginning of time who will be saved                                                                           | a. Presbyterians        |
| _____ 2. A movement within the Catholic Church to reform itself and help Catholics remain loyal                                                              | b. Jesuits              |
| _____ 3. Members of the Society of Jesus who focused on creating schools, converting non-Christians to Catholicism, and stopping the spread of Protestantism | c. predestination       |
| _____ 4. A religion based on the teachings of John Calvin                                                                                                    | d. theocracy            |
| _____ 5. A government that is controlled by religious leaders                                                                                                | e. Council of Trent     |
| _____ 6. A meeting of Catholic bishops and cardinals where they agreed on several Catholic doctrines                                                         | f. Anabaptists          |
| _____ 7. People who believed that a person must be able to decide to be Christian before he or she can be baptized                                           | g. Catholic Reformation |
| _____ 8. Followers of John Knox who believed that each community church should be governed by a group of presbyters                                          | h. Calvinism            |



CHAPTER  
**18**

Section 1

GUIDED READING

*The Ottomans Build a Vast Empire*

**A. Perceiving Relationships** As you read this section, fill out the chart below by writing answers in the appropriate boxes.

| What role did each ruler play in the building and expansion of the Ottoman Empire? |  |
|------------------------------------------------------------------------------------|--|
| 1. Osman                                                                           |  |
| 2. Murad II                                                                        |  |
| 3. Mehmed II                                                                       |  |
| 4. Selim the Grim                                                                  |  |
| 5. Suleyman                                                                        |  |

**B. Identifying Supporting Details** List the achievements of Suleyman in the boxes below.

| Social Achievements | Cultural Achievements |
|---------------------|-----------------------|
|                     |                       |

**C. Perceiving Relationships** On the back of this paper, explain how **ghazis** and **Timur the Lame** relate to the Ottoman Empire.

**CHAPTER**  
**18****Section 2****GUIDED READING*****Cultural Blending***  
***Case Study: The Safavid Empire***

**A. *Perceiving Cause and Effect*** As you read this case study, take notes to answer the questions about patterns of cultural blending.

**Interaction among peoples can create a blending of cultures.**

|                                                      |                                                                          |
|------------------------------------------------------|--------------------------------------------------------------------------|
| 1. What activities cause cultural blending to occur? | 2. Which of those activities contributed to the culture of the Ottomans? |
|------------------------------------------------------|--------------------------------------------------------------------------|

**The Safavids built a Shi'a Empire.**

|                                                     |                                                      |
|-----------------------------------------------------|------------------------------------------------------|
| 3. How did Isma'il help the Safavids rise to power? | 4. How did Isma'il's rule affect the Islam religion? |
|-----------------------------------------------------|------------------------------------------------------|

**Shah Abbas helped create a Safavid culture.**

|                                                                |                                                                                            |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 5. How did Shah Abbas promote cultural blending in his empire? | 6. What was probably the most important result of Western influence on the Safavid Empire? |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------|

**B. *Writing Expository Paragraphs*** On the back of this paper, write a paragraph explaining the religious origins and cultural legacy of the **Safavids**.

CHAPTER  
**18**

GUIDED READING *The Mughal Empire in India*

Section 3

**A. Predicting Outcomes** As you read about the Mughal Empire, make notes in the chart to describe the outcome of each action listed.

|                                                                                                                                        |   |  |
|----------------------------------------------------------------------------------------------------------------------------------------|---|--|
| 1. Babur leads troops to victories over an army led by the sultan of Delhi and the Rajput army.                                        | → |  |
| 2. Akbar governs through a bureaucracy of officials in which natives and foreigners, both Hindus and Muslims, can rise to high office. | → |  |
| 3. Akbar prohibits inheritance of land granted to bureaucrats.                                                                         | → |  |
| 4. Akbar appoints rajputs as officers in Mughal army.                                                                                  | → |  |
| 5. Akbar practices cultural blending.                                                                                                  | → |  |
| 6. The Sikhs defend Khusrau in his rebellion against his father, Jahangir.                                                             | → |  |
| 7. Shah Jahan orders the building of the Taj Mahal.                                                                                    | → |  |
| 8. Aurangzeb strictly enforces Islamic laws and reinstates tax on non-Muslims.                                                         | → |  |
| 9. Aurangzeb dies.                                                                                                                     | → |  |

**B. Recognizing Main Ideas** On the back of this paper, identify the **Mughals** and describe their cultural legacy.

**CHAPTER**  
**18****BUILDING VOCABULARY** *The Muslim World Expands*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                          |                                                                                                                                                  |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| ____ 1. ghazi            | a. Persian title meaning king                                                                                                                    |
| ____ 2. sultan           | b. Ottoman policy of drafting boys from conquered Christian territories, educating them, converting them to Islam, and training them as soldiers |
| ____ 3. janissary        | c. Mughal emperor who expanded the empire to its greatest size but drained its resources by waging war                                           |
| ____ 4. <i>devshirme</i> | d. nonviolent religious group that blended Buddhism, Hinduism, and Sufism                                                                        |
| ____ 5. shah             | e. warrior for Islam                                                                                                                             |
| ____ 6. Mughal           | f. Muslim Turks and Afghans who invaded India and built an empire there between the 1500s and the 1700s                                          |
| ____ 7. Sikh             | g. elite force of soldiers trained to be loyal to the Ottoman sultan only                                                                        |
| ____ 8. Aurangzeb        | h. Turkish title meaning “overlord” or “one with power”                                                                                          |

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. The Safavid Empire, a Shi’a Muslim dynasty that ruled in Persia between the 16th and 18th centuries, was begun by a teenaged military leader named Isma’il.  
\_\_\_\_\_
- \_\_\_\_ 2. Timur the Lame was a conqueror from Samarkand who helped expand the Ottoman Empire.  
\_\_\_\_\_
- \_\_\_\_ 3. Shah Jahan, an emperor of the Mughal Empire, built the Taj Mahal as a memorial to his wife.  
\_\_\_\_\_
- \_\_\_\_ 4. The Mughal Empire was started by Aurangzeb.  
\_\_\_\_\_

**C. Writing** Write a paragraph describing the main contribution of each of the following Ottoman rulers.

Osman                      Mehmed II                      Suleyman the Lawgiver

CHAPTER

18

Section 1

SKILLBUILDER PRACTICE

# Categorizing

*Historians categorize information to help them identify and understand historical patterns. Categorizing means organizing similar kinds of information into groups. The passage below describes the kind of laws developed under Suleyman the Lawgiver. Read the passage and look closely at the facts and details. Then decide what categories you will use. Complete the chart with categories and supporting facts and details.*

The Europeans knew Suleyman as the Magnificent. However, to his own people, he was known as the Lawgiver. His place in Muslim history and in world history is closely connected to his legacy of laws.

In the Muslim tradition, the laws that originally came from the Qur'an are called the Shari'ah. They apply in any society that practices Islam. No ruler has the right to change or overrule those laws.

Sometimes situations arise for which the Shari'ah lacks clear guidance as to what should be done. Then a body of law called *kanun* is used to clarify the correct response. By the end of the 16th century, Ottomans had expanded the kanun so that it was a complete set of rulings. It was considered an imperial law code.

Suleyman reviewed and revised the kanun laws and coordinated them with the Shari'ah. He divided the kanun into two parts. One part dealt with rules for the government and the military. The second part was about treatment of the peasants and taxation. His laws included a system of taxation that was more difficult to abuse.

Suleyman's criminal code was to be applied to all people living in the empire. Crimes were divided into severe crimes where execution or mutilation could be ordered, or smaller crimes where the punishment was usually a fine. Punishment could not be made without a written judgement. The laws remained in the form set by Suleyman and were known as the Ottoman laws.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

## CHAPTER

## 18

## Section 3

## GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION

*Europe Discovers the Riches of India*

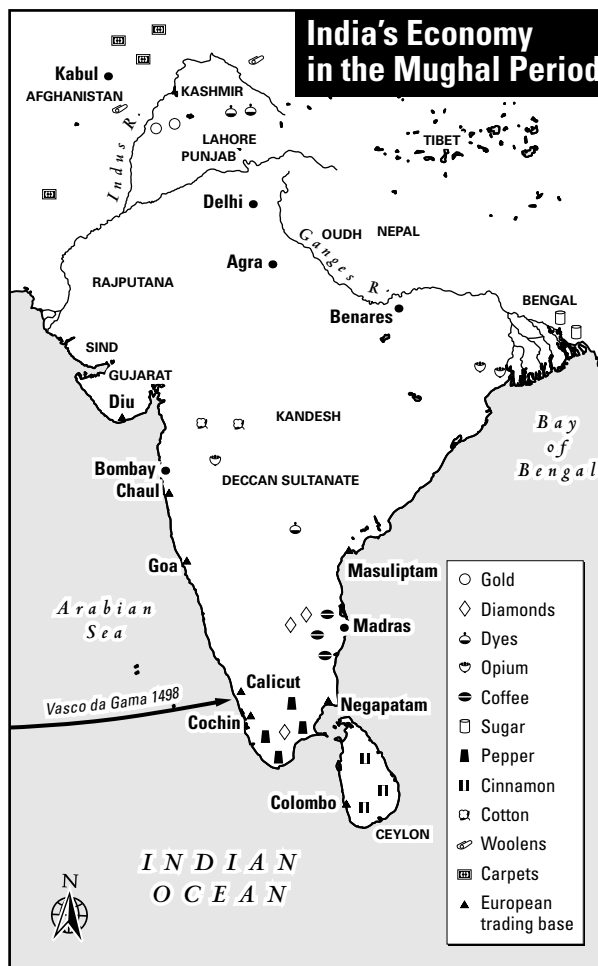
**Directions:** Read the paragraphs below and study the map carefully. Then answer the questions that follow.

In 1498 the Portuguese explorer Vasco da Gama was the first European to reach India by sea. In contrast to most outsiders reaching India, he was interested only in the country's natural resources, not in conquering territory. Da Gama landed at Calicut, the richest of several Indian port cities. He was totally unprepared, however, to encounter shops and warehouses stocked with such items as cotton textiles and diamonds. Europeans had under-rated India's sophistication. Da Gama had brought as gifts to his Indian hosts only striped cloths, hats, strips of coral, sugar, oil, and honey. These items had impressed the African kings he had met but now were considered an insult to the lord of Calicut. The gifts were refused. Da Gama was told that his presents should have been made of gold.

The failure of the Portuguese to offer the proper respect angered the Mughals, and so da Gama returned home only with stories of what he'd seen—and some spices he had bought himself. The spices, however, were sold in Europe at 27 times their cost, and the scramble for Indian products was under way. Pepper became the most desired of India's spices. Indian dyes were sought everywhere. Most popular of all were textiles—especially rugs—as weaving had been done in India for centuries.

During the 1500s Portuguese traders controlled sea routes to India and seized several trading forts along the Indian Ocean and Bay of Bengal. However, the Portuguese traders eventually lost their Indian strongholds to the Dutch, who took over trading posts in Colombo in 1641, Negapatam in 1658, and Cochin in 1663. Soon thereafter French and English traders took over Dutch trading claims. Mughal

rulers were still relatively strong during these years, and they never permitted Europeans to capture anything more than an economic toehold on the sub-continent. That power ended when Aurangzeb's death broke up the Mughals' central state.



**Interpreting Text and Visuals**

1. On which coast of India were most of the European trading posts located? \_\_\_\_\_
2. What were the main products of the Bengal region of India at this time? \_\_\_\_\_
3. What is the only product found in both the northern and southern regions? \_\_\_\_\_
4. What was the sole major product of Ceylon, which is modern Sri Lanka? \_\_\_\_\_
5. From which country did Vasco da Gama come and where in India did he land? \_\_\_\_\_
6. Look at the product symbols for the Afghanistan and Kashmir regions of India. What was the main economic activity in those regions? \_\_\_\_\_
7. What was Europe's most desired Indian spice and where did it come from? \_\_\_\_\_
8. Explain why the export of carpets, woolens, most dyes, and gold from India to Europe was probably more difficult than that of the other products found on the map. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



CHAPTER  
**18**

Section 1

PRIMARY SOURCE

# Suleyman the Magnificent

by Ogier Ghiselin de Busbecq

*Ogier Ghiselin de Busbecq was the Austrian ambassador in Constantinople from 1554 to 1562. In the following excerpts from his letters, Busbecq describes his impressions of Suleyman I, the Turkish sultan who ruled the Ottoman Empire at its peak. What do you learn about Suleyman's appearance and behavior? What do you learn about the organization of the Turkish army?*

The Sultan was seated on a rather low sofa, not more than a foot from the ground and spread with many costly coverlets and cushions embroidered with exquisite work. Near him were his bow and arrows. His expression, as I have said, is anything but smiling, and has a sternness which, though sad, is full of majesty. On our arrival we were introduced into his presence by his chamberlains, who held our arms—a practice which has always been observed since a Croatian sought an interview and murdered the Sultan . . . in revenge for the slaughter of his master, Marcus the Despot of Serbia. After going through the pretence of kissing his hand, we were led to the wall facing him backwards, so as not to turn our backs or any part of them towards him. He then listened to the recital of my message, but, as it did not correspond with his expectations (for the demands of my imperial master were full of dignity and independence, and, therefore, far from acceptable to one who thought that his slightest wishes ought to be obeyed), he assumed an expression of disdain, and merely answered ‘Giusel, Giusel’, that is, ‘Well, Well’. We were then dismissed to our lodging.

You will probably wish me to describe the impression which . . . [Suleyman] made upon me. He is beginning to feel the weight of years, but his dignity of demeanour and his general physical appearance are worthy of the ruler of so vast an empire. He has always been frugal and temperate, and was so even in his youth, when he might have erred without incurring blame in the eyes of the Turks. Even in his earlier years he did not indulge in wine or in those unnatural vices to which the Turks are often addicted . . . He is a strict guardian of his religion and its ceremonies, being not less desirous of upholding his faith than of extending

his dominions. For his age—he has almost reached his sixtieth year—he enjoys quite good health, though his bad complexion may be due to some hidden malady; and indeed it is generally believed that he has an incurable ulcer or gangrene on his leg. This defect of complexion he remedies by painting his face with a coating of red powder, when he wishes departing ambassadors to take with them a strong impression of his good health; for he fancies that it contributes to inspire greater fear in foreign potentates if they think that he is well and strong. . . .

The Sultan, when he sets out on a campaign, takes as many as 40,000 camels with him, and

***The Sultan, when he sets out on a campaign, takes as many as 40,000 camels with him, and almost as many baggage-mules.***

almost as many baggage-mules, most of whom, if his destination is Persia, are loaded with cereals of every kind, especially rice. Mules and camels are also employed to carry tents and arms and warlike machines and implements of every kind. The territories called Persia which are ruled by the Sophi, as we call him (the Turkish name being Kizilbash), are much less fertile than our country; and, further, it is the custom of the inhabi-

tants, when their land is invaded, to lay waste and burn everything, and so force the enemy to retire through lack of food. The latter, therefore, are faced with serious peril, unless they bring an abundance of food with them. They are careful, however, to avoid touching the supplies which they carry with them as long as they are marching against their foes, but reserve them, as far as possible, for their return journey, when the moment for retirement comes and they are forced to retrace their steps through regions which the enemy has laid waste, or which the immense multitude of men and baggage animals has, as it were, scraped bare, like a swarm of locusts. It is only then that the Sultan's

store of provisions is opened, and just enough food to sustain life is weighed out each day to the Janissaries and the other troops in attendance upon him. The other soldiers are badly off, if they have not provided food for their own use; most of them, having often experienced such difficulties during their campaigns—and this is particularly true of the cavalry—take a horse on a leading-rein loaded with many of the necessities of life. These include a small piece of canvas to use as a tent, which may protect them from the sun or a shower of rain, also some clothing and bedding and a private store of provisions, consisting of a leather sack or two of the finest flour, a small jar of butter, and some spices and salt; on these they support life when they are reduced to the extremes of hunger. They take a few spoonfuls of flour and place them in water, adding a little butter, and then flavour the mixture with salt and spices. This, when it is put on the fire, boils and swells up so as to fill a large bowl. They eat of it once or twice a day, according to the quantity, without any bread, unless they have with them some toasted bread or biscuit. They thus contrive to live on short rations for a month or even longer, if necessary. . . .

The Turkish horseman presents a very elegant spectacle, mounted on a horse of Cappadocian or Syrian or some other good breed, with trappings and horsecloths of silver spangled with gold and precious stones. He is resplendent in raiment of cloth of gold and silver, or else of silk or satin, or at any rate of the finest scarlet, or violet, or dark green cloth. At either side is a fine sheath, one to hold the bow, the other full of bright-coloured arrows, both of wonderful Babylonian workmanship, as also is the ornamented shield which is attached to the left arm and which is only suited to ward off arrows and the blows dealt by a club or sword. His right hand is encumbered by a light spear, usually painted green, unless he prefers to keep that hand free; and he is girt with a scimitar studded with gems, while a steel club hangs from his horsecloth or saddle. “Why so many weapons?” you will ask. My answer is that he is practised in the use of all of them. “But how,” you ask, “can any one use both a bow and a spear? Will he seize his bow only when he has thrown or broken his spear?” No; he keeps his spear in his possession as long as possible, and, when circumstances demand the use

of the bow in its turn, he puts the spear, which is light and therefore easily handled, between the saddle and his thigh, in such a position that the point projects a long way behind and the pressure of the knee holds it firm as long as he thinks fit. When circumstances make it necessary for him to fight with the spear, he puts the bow into the quiver or else fixes it across the shield on his left arm. I do not propose, however, to spend more words in explaining the skill in arms which they have acquired by long practice in warfare and continual exercise. On their heads they wear turbans made of the whitest and finest cotton stuff, in the middle of which rises a fluted peak of purple silk. This head-dress is often adorned with black feathers.

After the cavalry had passed, there followed a long column of Janissaries, scarcely any of whom carried any other arms except their muskets. . . . Behind them followed their captains and colonels, each with their distinguishing marks of rank. Last came their commander-in-chief, riding by himself. Next followed the chief officials, including the Pashas; then the infantry forming the royal body-guard in their special uniform and equipment, and carrying their bows, for they are all archers. Next came the Sultan’s own chargers, remarkable for their fine appearance and trappings, led by grooms. The Sultan himself was mounted on a splendid horse. His expression was severe and frowning, and he was obviously in an angry mood. Behind him were three young pages, one carrying a flask of water, another a cloak, and the third a casket . . . The rear of the procession was formed by a squadron of about two hundred horsemen.

from Edward Seymour Froster, trans., *The Turkish Letters of Ogier Ghiselin Le Busbecq* (Oxford: Oxford University Press, 1968), 58–59, 65–66, 109–14, 145–47. Reprinted in Peter N. Stearns, ed., *Documents in World History*, Vol. II (New York: Harper Collins, 1988), 74–77.

## Discussion Questions

### **Recognizing Facts and Details**

1. According to Busbecq, what did Suleyman look like?
2. What different soldiers in the Turkish army did Busbecq describe?

3. **Drawing Conclusions** From reading Busbecq’s letters, what conclusions can you draw about the Ottoman Empire under Suleyman?

CHAPTER  
**18**

Section 3

PRIMARY SOURCE **Akbar**  
by Father Monserrate

*Akbar, who ruled the Mughal Empire for nearly 50 years, was remarkable for his attempts to promote religious tolerance. By demonstrating acceptance of many religions, he hoped to establish peace between his Muslim and Hindu subjects. Father Antonio Monserrate, a Catholic missionary from Portugal, visited Akbar's court for a few years. Think about Father Monserrate's impressions of Akbar as you read his firsthand account.*

This Prince [Akbar] is of a stature and of a type of countenance well-fitted to his royal dignity, so that one could easily recognise, even at the first glance, that he is the King. He has broad shoulders, somewhat bandy legs well-suited for horsemanship, and a light-brown complexion. He carries his head bent towards the right shoulder. His forehead is broad and open, his eyes so bright and flashing that they seem like a sea shimmering in the sunlight. . . . Contrary to the custom of his race he does not cut his hair; nor does he wear a hat, but a turban, into which he gathers up his hair. He does this, they say, as a concession to Indian usages, and to please his Indian subjects. He limps in his left leg, though indeed he has never received any injury there. His body is exceedingly well-built and is neither too thin nor too stout. He is sturdy, hearty and robust. When he laughs, his face becomes almost distorted. His expression is tranquil, serene and open, full also of dignity, and when he is angry, of awful majesty. . . . It is hard to exaggerate how accessible he makes himself to all who wish audience of him. For he creates an opportunity almost every day for any of the common people or of the nobles to see him and converse with him; and he endeavours to show himself pleasant-spoken and affable rather than severe toward all who come to speak with him. It is very remarkable how great an effect this courtesy and affability has in attaching to him the minds of his subjects. For in spite of his very heterodox [against accepted beliefs of a particular religion] attitude towards the religion of Muhammad, and in spite also of the fact that Musalmans [muslims] regard such an attitude as an unforgivable offence, . . . Akbar . . . has not yet been assassinated. He has an acute insight, and shows much wise foresight both in avoiding dangers and in seizing

favourable opportunities for carrying out his designs. Yet all these fine qualities both of body and mind lose the greater part of their splendour because the lustre of the True Faith is lacking. . . .

He is a great patron of learning, and always keeps around him erudite men, who are directed to discuss before him philosophy, theology, and religion, and to recount to him the history of great kings and glorious deeds of the past. He has an excellent judgment and a good memory, and has attained to a considerable knowledge of many subjects by means of constant and patient listening to such discussions. Thus he . . . makes up for his ignorance of letters (for he is entirely unable either to read or write). . . . He can give his opinion on any question so shrewdly and keenly, that no one who did not know that he is illiterate would suppose him to be anything but very learned and erudite. . . .

*from Father Monserrate, S.J., Commentary on his Journey to the Court of Akbar from 1580 to 1583, edited by S.N. Banerjee, translated by J.S. Hoyland (London: Oxford University Press, 1922), 196–202, 207, 213–14, 219. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 64–65.*

## Discussion Questions

### Recognizing Facts and Details

1. According to Father Monserrate, what did Akbar look like?
2. How did Akbar treat his subjects when they came to his court?
3. **Distinguishing Fact from Nonfact** Do you feel that Father Monserrate wrote about Akbar in an objective manner? Give examples from the passage to support your answer.

CHAPTER  
**18**

Section 3

PRIMARY SOURCE

# Jahangir's Birthday

by Sir Thomas Roe

*Sir Thomas Roe served as the English ambassador to the Mughal Empire during Jahangir's reign. In one of his reports he described Jahangir's birthday celebration. As you read this excerpt, keep in mind that the ambassador's report was written in 17th-century English and reflects sentence structure, capitalization, and spellings that were common at the time. For example, notice that Roe capitalized common nouns such as garden and gold and added an l to beautiful and an e to beam.*

The first of September, was the Kings birth-day, and the solemnitie of his weighing, to which I went, and was carried into a very large and beautiful Garden, the square within all water, on the sides flowres and trees, in the midst a pinnacle, where was prepared the scales, being hung in large tressels, and a crosse beame plated on with gold thinne: the scales of massie gold, the borders set with small stones, Rubies and Turkey, the chaines of gold large and massie, but strengthened with silke Cords. Here attended the Nobilitie all sitting about it on Carpets untill the King came; who at last appeared clothed, or rather loden with Diamonds, Rubies, Pearles, and other precious vanities, so great, so glorious! his Sword, Target, Throne to rest on correspondent; his head, necke, breast, armes, above the elbowes at the wrists, his fingers every one, with at least two or three rings; fettered with chaines, or dialled Diamonds; Rubies as great as Wall-nuts, some greater; and Pearles, such as mine eyes were amazed at. Suddenly he entered into the scales, sate like a woman on her legs, and there was put in against him, many bagges to fit his weight which were changed sixe times, and they say was silver, and that I understood his weight to be nine thousand Rupias, which was almost one thousand pound sterling: after with gold and jewels, and precious stones, but I saw none, it being in bagges might bee pebbles; then against cloth of Gold, Silke, Stuffles, Linnen, Spices, and all sorts of goods, but I must beleeve, for they were in fardles [bundles]. Lastly, against Meale, Butter, Corne, which is said to be given to the Beniani, and all the rest of the Stuffle: but I saw it carefully car-ryed in, and none distributed. Onely the silver is reserved for the poore, and serves the ensuing yeere, the King using in the night to call for some

before him, and with his owne hands in great familiaritie and humilitie to distribute that money. The scale he sate in by one side; he gazed on me, and turned me his stones and wealth, and smiled, but spake nothing, for my Interpreter could not bee admitted in. After he was weighed, he ascended his Throne, and had Basons of Nuts, Almonds, Fruits, Spices, of all sort made in thin silver, which hee cast about, and his great men scrambled prostrate upon their bellies, which seeing I did not, hee reached one bason almost full, and powred into my Cloke, his Noblemen were so bold as to put in their hands, so thicke, that they had left me none, if I had not put a remayner up. I heard he threw gold till I came in, but found it silver so thinne, that all I had at first being thousands of severall pieces had not weighed sixtie Rupias. I saved about twentie Rupias weight, yet a good dishfull, which I keepe to shew the ostentation, for by my proportion he could not that day cast away above one hundred pound sterling. At night he drinketh with all his Nobilitie in rich plate.

from Sir Thomas Roe, *Journal*, in *Purchas His Pilgrimes* (1625). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon Books, 1987), 170–171.

## Activity Options

1. **Using English Correctly** Work with a small group of classmates to rewrite a portion of Roe's report using modern English. Share the modernized version of the report with the class and discuss how Jahangir celebrated his birthday.
2. **Describing Setting** Use details in Roe's report to visualize Jahangir's birthday celebration. Then create an appropriate illustration to show what happened. Display your illustration in the classroom.



CHAPTER  
**18**

Section 1

LITERATURE SELECTION *from The Bride of Suleyman*  
by Aileen Crawley

*This novel is set in the 1500s during the reign of Suleyman I. After Suleyman becomes the sultan of the Ottoman Empire, he sends a Mughal envoy to the Hungarian court to announce his accession to the throne. When the envoy returns with his nose and ears cut off, an outraged Suleyman prepares for war. In the following excerpt, the Turkish army departs for Belgrade. What are your impressions of the procession described in this passage?*

From its earliest days the city of Istanbul was accustomed to seeing preparations for war, and since it had become the capital city of the Turks such manifestations had become more frequent, more urgent and certainly more aggressive. The spring of most years saw the armies come together and set out against the enemy of the day. Certainly the first spring of a new reign was watched by the citizens with eager interest. It was not so much a question of 'whether' as of 'when'. Suleyman in common with his great ancestors did not disappoint them. In the February of 1521 he set out on his first campaign.

This was to be a war with a difference, serious as all wars are, but carried forward with youthful lightheartedness and panache, a demonstration of the power of the Ottoman, warning his enemies that they had a new Sultan as watchful and warlike as any they had had in the past.

So the war drums had sounded and the horse-tail standards had been brought out. These were the ancient and visible signs that 'God Almighty's army' was on the move, but more to the point hard and devoted work on the part of the whole state made sure that seven days from the first sounding of the drum at the gate of the New Palace, the army was ready. The whole machinery of the state was involved, for the army incorporated the state, and wherever the army went so too went the courts, the chancery and the seat of government. Not to mention the Church, for there was no war at this time that was not holy, and expedition against the forces of the infidel Christians.

Suleyman, sitting a magnificent Cappadocian horse, watched a sea of men flood through the great Hippodrome Square, his face beneath the huge turban, grave, expressionless, certainly showing none of the exultation that flowed through him at the sight of such warlike splendour. Behind him, on a platform erected for the occasion, stood Hafise

[Suleyman's mother], unveiled, white-robed and bejewelled as befitted her state, and flanked on each side by the ladies Gulbehar and Khurrem, both veiled, both staring straight ahead. And around and about, wherever they could insert themselves without danger of being trampled underfoot by the cavalry or crushed to death by the thundering wagons and siege engines, were the ordinary people of Istanbul, come to see, to point and shout and generally approve.

Not that all those fighting men who would converge on the White City were present, or even represented; some, such as the dreaded Tartar horsemen would only link up with the main army when they were well on their way towards the Danube. But there were assuredly enough and more than enough to strike dismay into the hearts of such Western observers as might have been courteously and no doubt sardonically invited to witness the spectacle.

First the light horse, the Akinji, irregular troops of disorderly ruffians who could never stand up to the attack of the disciplined Christian cavalry, but who attached themselves to the army for the sake of the plunder they might take if they were lucky. Also their effect could be devastating enough when they swept around the flanks of an enemy already disorganized by the attacks of the more formidable regular cavalry, murdering, pillaging, and swooping away again.

There were in all perhaps 40,000 of their infantry counterparts, the Azabs. Many of these were in peacetime criminals and ruffians who got their living as best they could. In time of siege such as the present war promised to be, they were particularly valuable, for they would be sent forward to break the enemy's charge, or fill the ditches and moats with their bodies. They were expendable in the fullest sense of the word. Nor did they care. Their philosophy was simple: if they lived there

would be booty; if they died, martyrdom, and immediate translation to paradise.

After them rode the Delis or Madcaps, the 'crazy' company of scouts, their horses oddly festooned with fur and feathers, themselves equally outlandishly clad in capes of bear or lion skin, the whole crowned with leopardskin caps beneath which long hair flowed over their shoulders. These were religious fanatics who had mastered the art of the forlorn hope and carried out raids no one else would have attempted. Behind them came steadily on the cavalry themselves, following their red banner. Each man was heavily armed with knife and pistol, scimitar and mace, and each bore at his back his buckler and his bow and arrows, those short, long-flighted Turkish bows which could sometimes hit their target at over 600 feet. All were splendidly mounted, some on Arabs, some on Turkomans or Persians. These were perhaps the most colourful corps of the whole army, with their lofty white turbans, and the chain mail glinting beneath their purple, blue and scarlet robes. Precious stones studded their weapons and the trappings of their splendid horses.

Suleyman gave special attention to the auxiliary corps who followed the cavalry, for with his grasp of essentials he had already learned the importance of supply. He watched with a sharp eye as the commissariat wagons, laden with grain, trundled by, and cast an appreciative glance over the hundreds of swaying camels laden with powder and lead.

No one, however, had eyes for anything or anyone else once the guns had rumbled by, for they were followed by the janissaries, the corps d'élite of Suleyman's army, then at the height of their efficiency as a war machine and, perhaps, of their loyalty to their Sultan. They marched on inexorably, rank upon rank of them, following their white banner, embroidered in gold with a text from the Koran and a two-edged flaming sword, and the three-horsetail standard of their Aga, who ranked as the third greatest man in the empire and was as much a minister of war for them as a general.

As jealously guarded as their banner and the standard were the great copper cauldrons which they carried into war with them, symbols of the food which came to them by right from the Sultan, and which, scanty as it might be, together with love of fighting and lust for booty, made up the only pleasure and ambition of their harsh lives. Indeed, the importance that food represented in their sim-

ple régime was pointed by the fact that the very officers took their titles from the kitchens: a colonel was the Chief Maker of Soup, a captain a Chief Supplier of Water. Their cooks marched in stations of honour, wearing black leather aprons. The horses of the water-carriers were wreathed with flowers. Plumes and dark blue cloaks swinging with their stride, their appearance was exotic indeed in the midst of that Asiatic horde, for young, beardless, as most of them were, they were also unmistakably European, recruited as they were from the sons of conquered Christians. Forcibly circumcised, taught the arts of war, forbidden to marry, they knew no home but a barracks and no pleasures but those of war. No wonder that their periodic outbursts of rage against authority were feared and dreaded by everyone from the Sultan down.

Suleyman watched them swing past him with a smile which might well have held a touch of irony. Today they were happy at the prospect of action and loot. He would have no trouble with them while the war went well and there were plenty of pickings. But there had been times in Egypt and Persia when they had refused to follow even Selim. This had better be a short and glorious war, he thought, until I get to know them better, or they get to know me.

He turned his attention to the hordes of dervishes who ran beside the ranks in their tall Persian hats of brown camel's hair, naked except for green aprons fringed with ebony beads. As they ran they yelled martial texts from the Koran or blew raucous blasts on horns. The din they made was supposed to inflame the troops to greater warlike activity, but as he very well knew, would also inflame the janissaries, if not his feudal troops and cavalry, to disorder and unrest if things did not go their way.

Nevertheless, he was happy and approving of practically everything he saw. The noise, enthusiasm, the steady movement of colourful uniform and steel chainlink armour delighted him. It would be a splendid adventure from which he promised himself he would learn much and return home triumphant.

Behind him, the ladies closest to him reacted each in her own way. Hafise, the daughter of a soldier, and the wife of another, with all that that implied, had seen it all before, but still could not resist its spell. Gulbehar, insecure and miserable

behind her veil, was conscious only that the noise was making her head ache and the dust drying her throat.

Khurrem alone was in her element. She had never seen anything like it. If it came to that, she had seen very little during the past few months, except the faces of women and the tops of turbans glimpsed from high up through lattices. . . . She stood motionless, eyes wide, unconscious of the passage of time. Now and again, she glanced down at the erect figure on the splendid horse at whose command this whole magnificent display had been set in motion, and wished that he might just once turn his head and look at her. She understood that this was a foolish whim that could not be gratified, but supposed there was no harm in wishing. She had another reason for pleasure, and was very well aware of it. For the first time she was one of the chosen few; she was no longer excluded and quite frankly gloried in the fact. She intended to remain in that élite, accepting all the advantages and the responsibilities and drawbacks as well.

Now the army had at last passed by, but the endless-seeming procession still showed no sign of flagging. Indeed, there now began to pass a considerable body of very important men, and Hafise, allowing herself a quick glance to her left, was amused and heartened to see (for Khurrem's veil was of the flimsiest silk) that her protégée was bending slightly forward and looking very thoughtful indeed as she watched.

Now passing by were the judges of Istanbul and the army, impassive and dignified in their huge white turbans and fur-edged robes. Khurrem watched them carefully, wondering who they were and which was which. The army's procession had been a spectacle which frankly delighted her as a spectacle. These distinguished men were a different matter. They were Suleyman's men and as such she felt they must be of interest to her. She wanted to be able to distinguish them, one from the other, to be able to form, however inadequately, an assessment of each man's character, at least to know what he looked like. That it was not her business, a mere woman, to stare frankly at men, particularly men of such outstanding importance and dare to weigh them up, never began to occur to her. . . .

It was instinctive in her to make herself acquainted with as many of his people and as many of his affairs as she could, and that was all.

She made rather heavy weather of it. She had gathered from the gossip she heard from Fatma, from Hulefa and from a middle-aged woman who had helped to dress her (and she would get to know her name for she seemed to have her wits about her) something of the order in which these distinguished men would march, so that she knew at least that these gentlemen in fur-trimmed robes were judges and that those in green turbans were the dignitaries of the priesthood and descendants of the Prophet. These haughty personages, whose weapons and clothes were covered with precious stones—even the caparisons of their horses glittered with gems—were, she supposed the viziers of the Divan, but she had no means of knowing which was which, or even which was the most important. She shook her head and sighed with frustration. Then, remembering her own troubles, took herself to task. She had enough to worry about, while this campaign lasted. Just let her dear Suleyman come back safely at the end of it. Then if she still lasted, she would learn more and perhaps even make herself useful to him. . . .

At last, with the sacred camels bearing the Koran and a piece of the Kaaba stone, that relic most sacred to all Muslims before which the crowds fell suddenly silent, the great mustering came to its end. Suleyman and his entourage rode away, and the Sultana Valideh caught the eyes of her two attendant ladies, and stiffly descended to her carriage.

## Activity Options

1. **Analyzing Information** Create a chart to describe each group of soldiers in the procession. Name each group, such as the Azabs or the Delis, and describe its military role.
2. **Recognizing Point of View** Write a diary entry about the military procession from the point of view of a soldier, an ordinary citizen of Istanbul, or one of the women who watch the parade with the sultan.



**CHAPTER**  
**18****HISTORYMAKERS****Suleyman**  
*Warrior, Man of Justice***Section 1**

*"I who am the sultan of sultans, the sovereign of sovereigns, the dispenser of crowns to the monarchs on the face of the earth . . . to thee who are Francis, king of the land of France."—Suleyman, in the opening of a letter to Francis I of France*

Suleyman the Magnificent greatly expanded the Ottoman Empire from its base in modern Turkey, and the same ruler—also known as Suleyman the Lawgiver—brought tight imperial control and fair laws to his realm. Furthermore, this sultan sponsored a growth in the arts that rivaled the European Renaissance. He ruled for 46 years and was perhaps the most accomplished leader of the 1500s.

Suleyman was the son of Selim I, who ruled the Ottoman Empire from 1512 to 1520. Suleyman was an only son, which may have benefited him greatly. Under later sultans—including himself—the contest for power between the heirs often resulted in one or more of their deaths.

Spared this infighting, Suleyman was prepared for the crown. As a boy, he was given the task of governing two provinces. When his father died, the 26-year-old Suleyman already had 16 years of experience in government.

Suleyman quickly set out to increase the size of his kingdom. Ottoman military strength lay with the elite corps of soldiers called janissaries. These soldiers were recruited as young boys from conquered Christian territories and trained expressly for combat. Suleyman had to give the janissaries an outlet, so he turned these fierce troops on others.

Suleyman's conquests were many. He made Hungary a puppet state by defeating it and putting his own ruler on the throne. In 1522, he captured the Greek island of Rhodes, taking the strong castle of the Knights Hospitalers—the last Christian remnant of the Crusades in the eastern Mediterranean. Europeans were amazed by his treatment of the captives. The knights themselves were allowed to leave the island with their weapons, and the common citizens were spared any violence.

However, in 1529 the Ottomans failed to capture Vienna, Austria, despite a long siege. Nevertheless, Suleyman later conquered lands from the Persian shahs to the east and won Egypt to the south. His navies took almost complete control of the Mediterranean Sea. These victories made the Ottoman Empire huge and wealthy.

Suleyman received about \$80 million a year in income. In contrast, the king of France had a yearly income of only about \$1 million. With this wealth, Suleyman lived a life of luxury that helped earn for him his reputation as the Magnificent.

However, Suleyman was most renowned as the Lawgiver. He gave an educated slave named Lutfi Pasa the task of compiling a new code of laws. It established standard penalties throughout the empire for such crimes as robbery and murder. It also sought to remove corruption from government and to ensure that local political officials rose on the basis of merit and not bribery. The sultan was a fair ruler. A Venetian once wrote that "provided he were well-informed, [Suleyman] did wrong to no one."

Suleyman took other steps to improve his peoples' lives as well. He rebuilt the water systems at Mecca and Jerusalem, the two holy sites visited each year by large numbers of pilgrims. He enhanced the beauty of Istanbul by building palaces and mosques. His chief architect was Pasha Sinan, a Christian slave who was so skilled that he designed over 300 structures, including mosques, schools, hospitals, palaces, and other buildings. Many of the minarets, the slender towers attached to mosques, and domes seen in Istanbul today date from Suleyman's time.

In poetry, history, and science, Ottoman culture flourished as well. The geographer Piri Reis published books that contained maps with a current understanding of the known world. One of these showed the third voyage of Christopher Columbus, undertaken just two decades earlier.

**Questions**

1. **Recognizing Facts and Details** What kind of experience for becoming sultan did Suleyman have?
2. **Drawing Conclusions** Why did Suleyman embark on new conquests?
3. **Making Judgments** Is "the Magnificent" or "the Lawgiver" a more appropriate name for Suleyman?

**CHAPTER**  
**18****HISTORYMAKERS****Shah Jahan**  
*Legacy of Beauty***Section 3**

*[Jahangir] came down from the balcony, beneath which a large number of trays containing offerings were spread out. From these trays the emperor picked out various articles of gold and silver and sprinkled them with his own hands over the auspicious head of [Shah Jahan].”—court historian, describing the occasion when Shah Jahan received his honorary name*

Shah Jahan adored jewels, buildings, and his second wife. He left a rich legacy of beautiful art. However, these indulgences hid many severe problems of the Mughal Empire during his reign and after.

Born as Prince Khurram in 1592 in Lahore, India, Shah Jahan was the son of Emperor Jahangir. At 15, Khurram saw his brother's rebellion against his father fail. Khurram, though, won his father's favor by defeating several neighboring powers. After one such defeat, his father renamed him Shah Jahan, meaning "King of the World."

Political intrigue poisoned the palace. The empress Nur Jahan, who had at first supported Shah Jahan, now turned to another of his brothers. She had Shah Jahan sent on a military campaign, hoping that she could reduce his influence at court. However, Jahangir soon grew sick and was near death. Hearing the news, Shah Jahan immediately removed one threat to the throne by killing his brother. The armies of Nur Jahan and Shah Jahan then spent the next three years chasing each other across India. Finally, in 1628 Jahangir died, and Shah Jahan became emperor. He was helped this time by Nur Jahan's brother, who happened to be his own father-in-law.

To celebrate the event, Shah Jahan built a magnificent throne of jewels called the Peacock Throne. It had four legs of gold and 12 pillars of emeralds supporting an emerald canopy. On top of each pillar sat two peacocks and a tree covered with jewels.

Early in his rule, Shah Jahan expanded the empire to the south. He also ordered that all Hindu temples should be destroyed. Although three of his grandparents had been Hindus and the majority of the population was Hindu, he publicly supported Islam. Ironically, he relied on Hindu advisers throughout his reign. He also ordered an attack on a Portuguese settlement near Calcutta and had several thousand Portuguese Christians put to death.

In all matters, Shah Jahan worked closely with his wife Mumtaz Mahal. She bore him 14 children and was an important adviser. In 1631, she died, and Shah Jahan went into severe mourning. During this time his hair turned white, and he vowed to renounce worldly pleasures. He decided, instead, to build her a magnificent tomb. The result was the Taj Mahal, one of the most famous buildings in the world. The tomb is decorated with words from the Qur'an, with letters sized according to their distance from the ground. As a result, those letters 30 feet above surface level seem to be the same size as those only a foot above the floor. He also built the Pearl Mosque and had workers construct an entire new capital at Delhi, which held the famous Red Fort.

The glittering jewels and spectacular buildings drained the treasury, however. Another problem was constant warfare in the south and against Persia in the west. Rather than cutting back on spending, Shah Jahan simply placed harsher taxes on the backs of the Indian people.

Late in his rule, Shah Jahan was plagued by the same political infighting that he had seen in his youth. His four sons each tried to secure for themselves the right to rule. His son Aurangzeb replayed Shah Jahan's own successful rise to power. In 1658, he defeated his other brothers and took the crown. His father, the once magnificent Shah Jahan, lived the remaining eight years under comfortable house arrest.

**Questions**

1. **Drawing Conclusions** How were Shah Jahan's actions toward Hinduism contradictory?
2. **Making Inferences** Why do you think Shah Jahan had the Peacock Throne built? What purpose could it serve a ruler?
3. **Recognizing Facts and Details** What problems did Shah Jahan leave behind him?

**CHAPTER**  
**18****Section 3****CONNECTIONS ACROSS TIME AND CULTURES*****How to Treat the Conquered*****THEMATIC CONNECTION:****EMPIRE BUILDING**

*In the “Interact with History” introduction to this chapter, you were asked this question: “How do you govern a diverse empire?” Throughout the history of empire building, the conquerors have interacted with the conquered in different ways. Some rulers have viewed the people they conquered as enemies to be strictly controlled through oppression and fear; others have viewed them as assets to be integrated into society. What have been the outcomes of each policy? To find out, answer the questions that follow.*

1. In Chapter 6, you learned how the Romans treated people they conquered. Near neighbors were given full citizenship, other more distant peoples gained citizenship rights except the right to vote, and the more distant countries became self-governing allies who supplied troops to Rome.
  - a. How did this policy affect the expansion of Roman rule? \_\_\_\_\_  
\_\_\_\_\_
  - b. How does the Roman plan compare to Mehmed II’s policy after the Ottoman Empire conquered Constantinople? \_\_\_\_\_  
\_\_\_\_\_
2. In Chapter 7, you learned about the Mauryan Empire. Asoka, who became king in the third century B.C., practiced religious toleration and a policy of nonviolence. He issued edicts guaranteeing fair and humane treatment of all his subjects. How did his policy compare with Akbar’s policy toward his subjects? \_\_\_\_\_  
\_\_\_\_\_
3. Asoka’s policies failed to hold his empire together. After his death, a period of turmoil followed as regional kings challenged the imperial government.
  - a. How did Akbar’s policies affect the Mughal Empire? \_\_\_\_\_  
\_\_\_\_\_
  - b. What change did his successors make? \_\_\_\_\_  
\_\_\_\_\_
  - c. What were the consequences? \_\_\_\_\_  
\_\_\_\_\_
4. How might a ruler benefit from a policy of leniency toward conquered peoples? \_\_\_\_\_  
\_\_\_\_\_
5. What methods have empire builders used to integrate conquered peoples of differing cultures into their society? \_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**18****Section 1****RETEACHING ACTIVITY***The Ottomans Build a  
Vast Empire*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                                    |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| _____ 1. Another word for an Ottoman leader that means “overlord” or “one with power”                                                              | a. Timur the Lame        |
| _____ 2. Murad II’s son who opened the walls of Constantinople to people of many religions                                                         | b. Mehmed II             |
| _____ 3. Under this Ottoman ruler, the Ottomans conquered and controlled the eastern Mediterranean territory                                       | c. <i>devshirme</i>      |
| _____ 4. A system that drafted boys from conquered Christian territories, converted them to Islam, and trained them as soldiers or slaves          | d. Osman                 |
| _____ 5. A term that means warriors for Islam                                                                                                      | e. ghazis                |
| _____ 6. A leader whose forces defeated the Ottomans at the Battle of Ankara and temporarily stopped the expansion of the Ottoman Empire           | f. janissaries           |
| _____ 7. A group of 30,000 soldiers who were loyal only to the Ottoman sultan and constituted the driving force behind the Ottoman military forces | g. Suleyman the Lawgiver |
| _____ 8. A man known as the most successful ghazi whose followers became known as Ottomans                                                         | h. sultan                |

**CHAPTER**  
**18****Section 2****RETEACHING ACTIVITY*****Cultural Blending—  
Case Study: The Safavid Empire***

**Determining Main Ideas** The following questions deal with the Safavid Empire. Answer them in the space provided.

1. What were some of the effects of cultural blending in the Safavid Empire?

---

---

2. What type of artwork was created in the Safavid Empire?

---

---

3. Why did the Safavid Empire decline so quickly?

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**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                 |               |
|-----------------------------------------------------------------------------------------------------------------|---------------|
| _____ 4. A Safavid ruler who created a Safavid culture by combining the Ottoman, Persian, and Arab worlds       | a. Isfahan    |
| _____ 5. A Persian title meaning king                                                                           | b. Safavid    |
| _____ 6. The Safavid capital known for its art and beautiful buildings                                          | c. Shah Abbas |
| _____ 7. A 14-year-old who became king of the Safavid Empire after conquering the territory known today as Iran | d. Isma'il    |
| _____ 8. A dynasty that ruled in Persia from the 16th to the 18th centuries                                     | e. shah       |

**CHAPTER**  
**18****Section 3****RETEACHING ACTIVITY***The Mughal Empire in India*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

rajputs  
SikhsAkbar  
BaburMughals  
Taj MahalAurangzeb  
Shah Jahan

1. A Mughal leader named \_\_\_\_\_, or “Greatest One,” saw the military power of his empire as his source of strength.
2. The memorial built by Shah Jahan to memorialize his wife Mumtaz Mahal is called the \_\_\_\_\_.
3. \_\_\_\_\_, which means “Mongols,” were descendants of Muslim Turks and Afghans.
4. An 11-year-old boy named \_\_\_\_\_ invaded India and laid the groundwork for the Mughal Empire.
5. The leaders of small kingdoms in northwestern India were called \_\_\_\_\_, or “sons of kings.”
6. A leader called \_\_\_\_\_ secured his position as ruler by assassinating all opposition.
7. The \_\_\_\_\_ was a nonviolent religious group who became the focus of the Mughals’ hatred for defending Jahangir’s son Khusrau.
8. \_\_\_\_\_ was the third son of Shah Jahan, and gained power after a civil war in which he executed his older brother and imprisoned his own father.

CHAPTER  
**19**

GUIDED READING *Europeans Explore the East*

Section 1

**A. Following Chronological Order** As you read about the age of exploration, take notes to answer questions about events listed in the time line.

|      |                                                                   |                                                                                                                  |
|------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1400 |                                                                   | 1. What technological advances made possible the age of exploration?                                             |
| 1419 | Prince Henry starts a navigation school.                          | 2. What were some immediate and some long-term outcomes of Columbus' voyage?                                     |
| 1487 | Bartolomeu Dias rounds the southern tip of Africa.                | 3. What was the most important result of this agreement?                                                         |
| 1492 | Christopher Columbus reaches the Caribbean.                       | 4. How did Portugal benefit from his voyage?                                                                     |
| 1494 | Spain and Portugal sign the Treaty of Tordesillas.                | 5. Why did Spain set up trading posts in Asia?                                                                   |
| 1498 | Vasco da Gama reaches the port of Calicut on the Indian Ocean.    | 6. How did the Dutch gain control of much of the Indian Ocean trade?                                             |
| 1500 |                                                                   | 7. How did the European battles for Indian Ocean trade affect the peoples of Asia before the nineteenth century? |
| 1521 | Ferdinand Magellan leads a Spanish expedition to the Philippines. |                                                                                                                  |
| 1565 | Spain begins settlements in the Philippines.                      |                                                                                                                  |
| 1600 |                                                                   |                                                                                                                  |
| 1619 | The Dutch establish a trading center on Java.                     |                                                                                                                  |
| 1664 | France sets up its own East India Company.                        |                                                                                                                  |

**B. Drawing Conclusions** On the back of this paper, explain the role played by the **Dutch East India Company** in European exploration.



CHAPTER  
**19**

Section 2

GUIDED READING

# China Limits European Contacts

**A. Analyzing Causes and Recognizing Effects** As you read this section, take notes to answer questions about the Ming and Qing dynasties.

**The rulers of the Ming Dynasty drive out the Mongols and bring peace and prosperity to China.**

|                                                                  |   |                                                |
|------------------------------------------------------------------|---|------------------------------------------------|
| 1. How did Hongwu bring stability to China?                      | → | 2. What were some of his agricultural reforms? |
| 3. Why was only the government allowed to conduct foreign trade? | → | 4. How did foreign trade affect Ming China?    |

**The Manchus invade China and begin the Qing Dynasty.**

|                                                                  |   |                                                                                     |
|------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|
| 5. How did Manchu rulers gain the respect of the Chinese people? | → | 6. How were traditional styles reflected in Chinese culture?                        |
| 7. What restrictions did the Manchus place on foreign trade?     | → | 8. Why did the Chinese accept the Dutch and reject the British as trading partners? |

**B. Evaluating Judgments** On the back of this paper, write a brief paragraph explaining what was so remarkable about the voyages of **Zheng He**.

**CHAPTER**  
**19****Section 3****GUIDED READING** *Japan Returns to Isolation*

**A. Determining Main Ideas** As you read this section, take notes to answer the questions.

| How did each of the following help to unify Japan? |                    |
|----------------------------------------------------|--------------------|
| 1. daimyo                                          | 2. Oda Nobunaga    |
| 3. Toyotomi Hideyoshi                              | 4. Tokugawa Ieyasu |

| How did each of the following influence Japanese society and culture? |                            |
|-----------------------------------------------------------------------|----------------------------|
| 5. Tokugawa Shogunate                                                 | 6. Portuguese              |
| 7. Christian missionaries                                             | 8. "Closed country" policy |

**B. Writing Descriptive Paragraphs** On the back of this paper, write a paragraph describing Japanese culture under the Tokugawa Shogunate. Use the terms **kabuki** and **haiku** in your writing.

CHAPTER  
**19**

**BUILDING VOCABULARY**

*An Age of Explorations  
and Isolation*

**A. Completion** Select the term or name that best completes the sentence.

- |                                   |                                                                                                                          |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| _____ 1. Treaty of Tordesillas    | a. Japanese daimyo who sought to take control of Japan and seized the imperial capital of Kyoto in 1568                  |
| _____ 2. Dutch East India Company | b. Chinese Muslim admiral who led seven voyages of exploration in the early 1400s                                        |
| _____ 3. Tokugawa Shogunate       | c. company founded by the Netherlands to establish and direct trade throughout Asia                                      |
| _____ 4. Ming dynasty             | d. dynasty that the Manchus, people from Manchuria, established in China                                                 |
| _____ 5. Qing dynasty             | e. Japanese general who gained control of most of Japan by 1590 and then invaded Korea                                   |
| _____ 6. Oda Nobunaga             | f. agreement between Spain and Portugal dividing lands east and west of an imaginary line called the Line of Demarcation |
| _____ 7. Toyotomi Hideyoshi       | g. administration that ruled Japan for about 250 years, bringing stability, prosperity, and isolation                    |
| _____ 8. Zheng He                 | h. dynasty that ruled China from 1368 to 1644 and made it the dominant power in Asia                                     |

**B. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

- The Ming emperor who drove the Mongols out of China in 1368 and brought stability to China was (a) Hongwu (b) Yonglo (c) Kangxi.
- The Manchu ruler who became emperor of China in 1661 and reduced government expenses and lowered taxes was (a) Hongwu (b) Yonglo (c) Kangxi.
- The warrior-chieftains who seized control of old feudal estates during the “Warring States” period in Japan’s history were called (a) daimyo (b) haiku (c) kabuki.
- A form of Japanese poetry that contains just three lines of verse and that became popular during the Tokugawa Shogunate was (a) kabuki (b) haiku (c) daimyo.
- The Ming emperor who began launching voyages of exploration before the Europeans began to sail beyond their borders was (a) Zheng He (b) Yonglo (c) Kangxi.
- Japanese theater featuring actors in elaborate costumes and mask-like makeup is called (a) haiku (b) daimyo (c) kabuki.

**C. Writing** In a paragraph, identify the following men and summarize their contributions to world exploration.

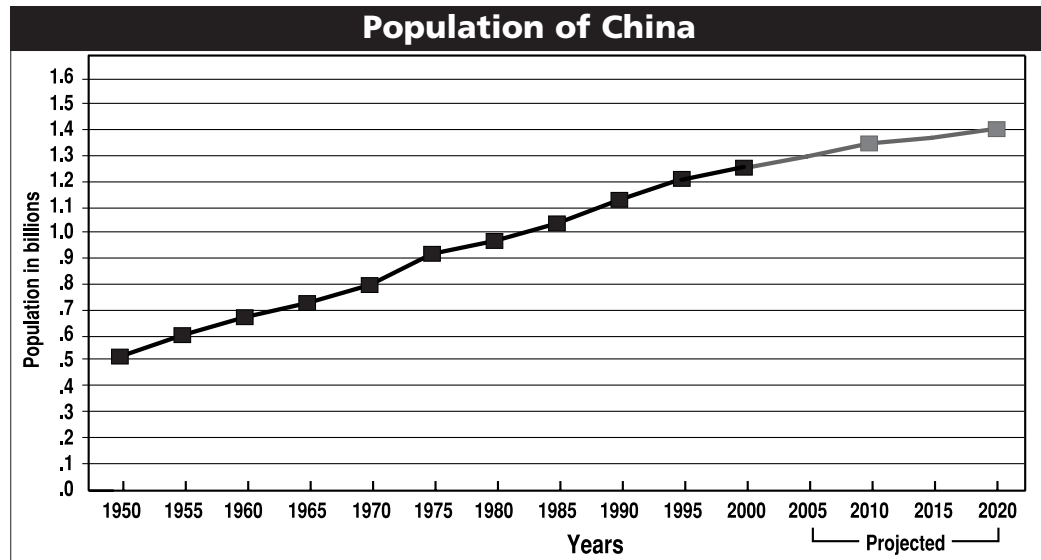
Bartolomeu Dias      Prince Henry      Vasco da Gama

CHAPTER  
**19**

## Section 2

# SKILLBUILDER PRACTICE *Interpreting Graphs*

*One way to make statistical data easier to understand and interpret is to display the figures in a graph. Line graphs, such as the one below, depict changes that occur over time. Use the information in the graph to answer the questions that follow. (See Skillbuilder Handbook)*



1. What time period does this graph cover? \_\_\_\_\_
2. a. What is China's population in the year 2000? \_\_\_\_\_  
 b. What is the population projection for the year 2020? \_\_\_\_\_
3. Compare this graph with the line graph on page 540 of your textbook.
  - a. What was the increase in China's population between 1700 and 1800? \_\_\_\_\_
  - b. What was their population increase between 1950 and 1990?  
 (Remember, 0.6 billion equals 600 million.) \_\_\_\_\_
  - c. China added nearly four times more people between 1950 and 1990 than it did between 1700 and 1800. Why do you think the line for 1700 to 1800 is steeper than the line for 1950 to 1990? \_\_\_\_\_
  - d. Based on the information presented in the two graphs, what conclusions can you draw about population growth in China from 1650 to 2000? \_\_\_\_\_
4. You are an adviser to the Chinese government in the year 2000. Government officials are trying to decide among three policies: trying to increase population growth, trying to increase food production, and trying to limit population growth.

Which policy or policies would you recommend? Give reasons for your answer. \_\_\_\_\_

CHAPTER  
**19**

Section 2

**GEOGRAPHY APPLICATION: MOVEMENT**

# The Voyages of Zheng He

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

An unusual stone pillar was discovered in the 1930s in the Chinese province of Fujian. It is inscribed with one of the only remaining records of the voyages of the Zheng He. Five hundred years earlier, around 1430, he erected that pillar to commemorate his trips.

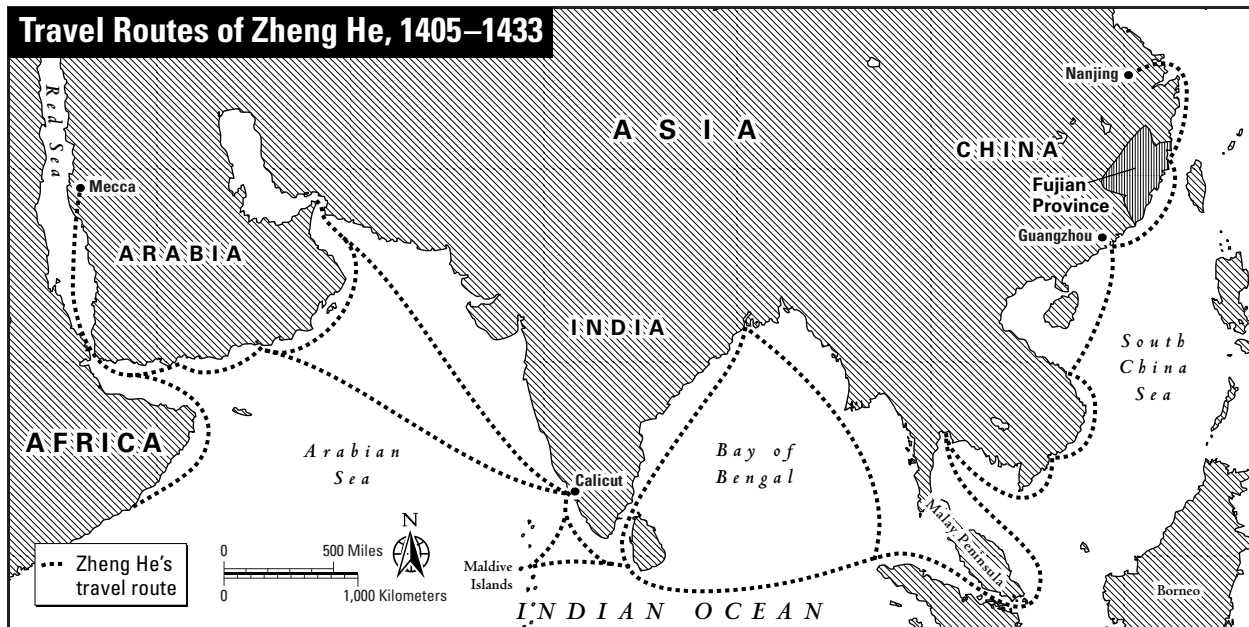
The first emperor of the Ming Dynasty, after overthrowing the Mongols in 1368, wanted to trumpet Chinese power. He decided to build a navy and send Chinese ships around the world. However, it was not until after his successor, Yongle, took over in 1398 that this dream was realized. Yongle appointed Zheng He, a Muslim, as “Admiral of the Western Seas.” Zheng He set sail from Nanjing on his first voyage in 1405 with a fleet of hundreds of ships.

The Chinese viewed themselves as the center of the world and their fleet reflected that view. The larger ships in the fleet were ten times larger than their European counterparts and could carry 500

people. To feed all those people, they brought huge tubs of soil in order to grow fruits and vegetables.

The Chinese intended to show off their wealth, receive tribute, and explore new places. Zheng He brought porcelain vases, Chinese silk, and pearls to amaze the “barbarians.” On one of Zheng He’s stops, a local king did not show sufficient respect to the Ming emperor, so he was taken back to China for “instruction.” In Arabia, Zheng He made the pilgrimage to Mecca and visited Muhammad’s tomb in Medina. Another time, in Africa, animals such as “lions, gold-spotted leopards, and camel-birds [ostriches]” amazed Zheng He and his men.

In 1433, after traveling nearly 35,000 miles to thirty nations on seven voyages, Zheng He retired and soon died. The Ming emperor at that time then ended exploration because of the cost. He even had the written journals of Zheng He destroyed to emphasize his policy, and China soon fell back into isolation.



**Interpreting Text and Visuals**

1. The Strait of Malacca, through which Zheng He sailed, lies between the southern end of the Malay Peninsula and the island of Sumatra. According to the map, what two large bodies of water does this strait connect? \_\_\_\_\_  
\_\_\_\_\_
2. According to the map, Zheng He sailed through three seas, a large bay, and an ocean. Name these bodies of water. \_\_\_\_\_  
\_\_\_\_\_
3. Why did Zheng He sail to Mecca? \_\_\_\_\_  
\_\_\_\_\_
4. What port city appears to be Zheng He's major jumping-off point for destinations in Arabia and Africa? \_\_\_\_\_  
\_\_\_\_\_
5. Columbus's voyage from Spain to the Caribbean in 1492 covered about 5,000 miles. About how long was Zheng He's trip from Nanjing to Mecca, measured along the most direct ship route? \_\_\_\_\_  
\_\_\_\_\_
6. Examine the map. Why do you think that it may have been important to Zheng He's travels that he was a Muslim? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Do you agree or disagree with the Ming emperor who ended the voyages of exploration? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**19**

## Section 1

## PRIMARY SOURCE

# Exploration of Cape Verde

by Alvise da Cadamosto

*In 1455, the Venetian explorer Alvise da Cadamosto, traveling in the service of Portugal's Prince Henry the Navigator, sailed south along the coast of West Africa as far as the Gambia River. In the following excerpt from his travelogue, he describes Cape Verde and nearby islands. As you read his description, think about different features that he observed during the course of his explorations.*

This Capo Verde is so called because the first to discover it (who were Portuguese) about a year before I was in these parts found it all green with great trees [mangrove swamps], which remained in leaf throughout the year. For this reason they gave it the name of Capo Verde: just as Capo Bianco, of which we have already spoken, was found entirely sandy and white and was therefore called “Capo Bianco.” This Capo Verde is very beautiful and lofty: on the point there are two hillocks. It runs far into the sea, and on the cape and in its vicinity there are many dwellings of negro peasants, huts of straw, close to the sea, and visible to those who pass. These negroes belong to the said Kingdom of Senega.

Off [the cape] we found three small islands, not very far from the land, uninhabited and covered with tall green trees. Being in need of water, we anchored off one of them [Gorée], which appeared the largest and most fruitful, to ascertain if any springs were to be found there. On landing we found no water, except in one spot where there was a little water, but which was of no use to us. We found many nests on the island, and eggs of various birds [un]known to us. While we remained here we all fished with lines and large hooks and caught a great number of fish: among them shell fish and very large mature dories, weighing from twelve to fifteen pounds each. This was in the month of June.

Thence, the following day, we continued to sail on our voyage, always within sight of land. Beyond Capo Verde there is a gulf inland. All the coast is low, covered with very fine, tall, green trees, which never shed their leaves throughout the year [that is they never wither, as do ours], for new leaves appear before the old fall. These trees come right down to within a bowshot of the beach, so that it appears as though they flourished in the sea—a very beautiful

sight. In my opinion, who have sailed to many places in the Levant and in the west, I have never seen a more beautiful coast than this appeared to me—watered by many rivers. . . .

Running with the wind along this coast, still voyaging southwards, we discovered the mouth of a river, perhaps a bowshot wide, and of no great depth. To this river we gave the name of Rio di Barbazini [the Joal], and thus it is named on the “carta da navigar” of this country made by me. It is distant sixty miles from the Capo Verde. We always navigated this coast and beyond by day, anchoring each evening at a deserted spot in ten or twelve passa [two passa equal roughly one fathom] of water, and four or five miles from the shore. At dawn we made sail, always stationing one man aloft and two men in the bows of the caravel to watch for breakers which would disclose the presence of shoals.

Sailing thus we reached the mouth of another large river, which appeared to be no smaller than the Rio de Senega. When we saw this fine river [the estuary of the Solum and Jumbas rivers], and the beautiful country, we cast anchor. . . .

from Alvin M. Josephy, Jr., ed., *The Horizon History of Africa* (American Heritage Publishing Co., Inc., 1971), 330.

## Activity Options

1. **Determining Main Ideas** Create a chart to illustrate what Cadamosto found when he explored Cape Verde and nearby islands. Use the following headings—*Geography, Plants, Animals, Peoples*.
2. **Interpreting Maps** Use a map of Africa to find Cape Verde on the western coast. Then determine the distance that Cadamosto and his crew sailed from Portugal to Cape Verde.

Excerpt from *The Voyage of Cadamosto and Other Documents on Western Africa*, edited and translated by Gerald Crone. Used by permission of David Higham Associates Limited on behalf of The Hakluyt Society.



CHAPTER  
**19**  
Section 1

## PRIMARY SOURCE The Treaty of Tordesillas

*In 1493, Pope Alexander VI tried to end the Portuguese and Spanish dispute over land claims. He drew an imaginary dividing line, the Line of Demarcation, from north to south through the Atlantic Ocean. Lands west of the line would belong to Spain; lands east of the line would belong to Portugal. King John of Portugal, however, was dissatisfied with this arrangement. To appease him, the line was moved further west, eventually giving Portugal a claim to Brazil. In 1494, Spain and Portugal signed the Treaty of Tordesillas, which settled the controversy once and for all. What did Portugal and Spain agree to in this portion of the treaty?*

...Whereas a certain controversy exists between the said lords, their constituents, as to what lands, of all those discovered in the ocean sea up to the present day, the date of this treaty, pertain to each one of the said parts respectively; therefore, for the sake of peace and concord, and for the preservation of the relationship and love of the said King of Portugal for the said King and Queen of Castile, Aragon, etc. it being the pleasure of their Highnesses, they . . . covenanted and agreed that a boundary or straight line be determined and drawn north and south from pole to pole, on the said ocean sea, from the Arctic to the Antarctic pole. This boundary or line shall be drawn straight, as aforesaid at a distant of three hundred and seventy leagues west of the Cape Verde Islands, being calculated by degrees. . . . And all lands, both islands and mainlands, found and discovered already, or to be found and discovered hereafter, by the said King of Portugal and by his vessels on this side of the said line and bound . . . in either north or south latitude, on the eastern side of the said bound . . . shall belong to and remain in the possession of and pertain forever to, the said King of Portugal and his successors. And all other lands, both islands and mainlands, found or to be found hereafter . . . by the said King and Queen of Castile, Aragon, etc. and by their vessels, on the western side of the said bound . . . in either its north or south latitude, shall belong to . . . the said King and Queen of Castile, Leon, etc. and to their successors.

Item: the said representatives promise and affirm . . . that from this date no ships shall be dispatched—namely as follows: the said King and Queen of Castile, Leon, Aragon, etc. for this part of the bound . . . which pertains to the said King of Portugal . . . nor the said King of Portugal to the other side of the said bound which pertains to the

said King and Queen of Castile, Aragon, etc.—for the purpose of discovering and seeking any mainlands or islands, or for the purpose of trade, barter, or conquest of any kind. But should it come to pass that the said ships of the said King and Queen of Castile . . . on sailing thus on this side of the said bound, should discover any mainlands or islands in the region pertaining, as abovesaid, to the said King of Portugal, such mainlands or islands shall belong forever to the said King of Portugal. . . . And if the said ships of the said King of Portugal discover any islands or mainlands in the regions of the said King and Queen of Castile . . . all such lands shall belong to and remain forever in the possession of the said King and Queen of Castile. . . .

And by this present agreement, they . . . entreat our most Holy Father that his Holiness be pleased to confirm and approve this said agreement, according to what is set forth therein; and that he order his bulls in regard to it to be issued to the parties . . . and that he lay his censures upon those who shall violate or oppose it at any time whatsoever . . .

from F. G. Davenport, ed., *European Treaties Bearing on the History of the United States and its Dependencies*. Reprinted in Henry Steele Commager, ed., *Documents of American History* (New York: Appleton-Century-Crofts, 1971), 4.

## Discussion Questions

### Determining Main Ideas

1. Where was the imaginary Line of Demarcation drawn?
2. According to the terms of the treaty, what would happen if Portuguese ships sailing on the Spanish side of the boundary line discovered land, and vice versa?
3. **Clarifying** What purpose did this treaty serve?

CHAPTER  
**19**  
Section 2

**PRIMARY SOURCE** *from The Journals of Matteo Ricci*

**Matteo Ricci (1552–1610) was an Italian Jesuit missionary who lived in China during the Ming Dynasty and served as the court astronomer and mathematician. During his 27-year stay in China, he kept journals that were posthumously published in Rome in 1615. What do you learn about Chinese culture from these journal entries?**

Due to the great extent of this country north and south as well as east and west, it can be safely asserted that nowhere else in the world is found such a variety of plant and animal life within the confines of a single kingdom. The wide range of climatic conditions in China gives rise to great diversity of vegetable products, some of which are most readily grown in tropical countries, others in arctic, and others again in the temperate zones. The Chinese themselves, in their geographies, give us detailed accounts of the fertility of the various provinces and of the variety of their products. . . . Generally speaking, it may be said with truth that all of these writers are correct when they say that everything which the people used for their well-being and sustenance, whether it be for food or clothing or even delicacies and superfluities, is abundantly produced within the borders of the kingdom and not imported from foreign climes. I would even venture to say that practically everything which is grown in Europe is likewise found in China. If not, then what is missing here is abundantly supplied by various other products unknown to Europeans. To begin with, the soil of China supplies its people with every species of grain—barley, millet, winter wheat, and similar grains.

Rice, which is the staple article of Chinese diet, is produced here in far greater abundance than in Europe. Vegetables, especially beans, and the like, all of which are used not only as food for the people but also as fodder for cattle and beasts of burden, are grown in unlimited variety. The Chinese harvest two and sometimes three crops of such plants every year, owing not only to the fertility of the soil and the mildness of the climate but in great

measure to the industry of the people. With the exception of olives and almonds, all the principal fruits known in Europe grow also in China. . . .

Much the same can be said of the variety and quality of table vegetables and the cultivation of garden herbs, all of which the Chinese use in far greater quantities than is common among the people of Europe. In fact, there are many among the common folk who live entirely upon a vegetable diet through the whole course of their lives, either because they are forced to do so by reason of

poverty or because they embrace this course of life for some religious motive. . . .

This country is so thoroughly covered by an intersecting network of rivers and canals that it is possible to travel almost anywhere by water. Hence, an almost incredible number of boats of every variety pass hither and thither. Indeed there are so many of them that one of the writers of our day does not hesitate to affirm that there are as many people living on the water as there are dwellers on land. This may sound like an exaggeration and yet it all but expresses the truth, as it would seem, if one were to travel here only by water. In my opinion it might be said with greater truth and without

fear of exaggeration, that there are as many boats in this kingdom as can be counted up in all the rest of the world.

This statement is true if we restrict our count to the number of boats sailing on fresh water. As to their ships that pass out into the sea, they are very few and not to be compared with ours either in number or in structure. . . .

Two or three things are entirely unknown to Europeans of which I must give a brief account.

***This country is so thoroughly covered by an intersecting network of rivers and canals that it is possible to travel almost anywhere by water. Hence, an almost incredible number of boats of every variety pass hither and thither.***

Excerpt from *China in the Sixteenth Century: The Journals of Matthew* by Louis J. Gallagher, S.J., translator. Copyright 1942, 1953 and renewed 1970 by Louis J. Gallagher, S.J. Used by permission of Random House, Inc.

First, there is a certain bush from the leaves of which is decocted that celebrated drink, known to the Chinese, the Japanese, and to their neighbors as tea. Its use cannot be of long duration among the Chinese, as no ideography in their old books designates this particular drink and their writing characters are all ancient. Indeed it might be that this same plant can be found in our own fields. Here they gather its leaves in the springtime and place them in a shady place to dry, and from the dried leaves they brew a drink which they use at meals and which is served to friends when they come to visit. On such occasions it is served continually as long as they remain together engaged in conversation. This beverage is sipped rather than drunk and it is always taken hot. It is not unpleasant to the taste, being somewhat bitter, and it is usually considered to be wholesome even if taken frequently. . . .

Finally we should say something about the saltpeter, which is quite plentiful but which is not used extensively in the preparation of gunpowder, because the Chinese are not expert in the use of guns and artillery and make but little use of these in warfare. Saltpeter, however, is used in lavish quantities in making fireworks for display at public games and on festival days. The Chinese take great pleasure in such exhibitions and make them the chief attraction of all their festivities. Their skill in the manufacture of fireworks is really extraordinary, and there is scarcely anything which they cannot cleverly imitate with them. They are especially adept in reproducing battles and in making rotating spheres of fire, fiery trees, fruit, and the like, and they seem to have no regard for expense where fireworks are concerned. When I was in Nankin I witnessed a pyrotechnic display for the celebration of the first month of the year, which is their great festival, and on this occasion I calculated that they consumed enough powder to carry on a sizable war for a number of years.

The art of printing was practiced in China at a date somewhat earlier than that assigned to the

beginning of printing in Europe, which was about 1405. It is quite certain that the Chinese knew the art of printing at least five centuries ago, and some of them assert that printing was known to their people before the beginning of the Christian era, about 50 B.C. . . .

Their method of making printed books is quite ingenious. The text is written in ink, with a brush made of very fine hair, on a sheet of paper which is inverted and pasted on a wooden tablet. When the paper has become thoroughly dry, its surface is scraped off quickly and with great skill, until nothing but a fine tissue bearing the characters remains on the wooden tablet. Then, with a steel graver, the workman cuts away the surface following the outlines of the characters until these alone stand out in low relief. From such a block a skilled printer can make copies with incredible speed, turning out as many as fifteen hundred copies in a single day. Chinese printers are so skilled in engraving these blocks, that no more time is consumed in making one of them than would be required by one of our printers in setting up a form of type and making the necessary corrections. . . .

from Louis J. Gallagher, *China in the Sixteenth Century: The Journals of Matthew Ricci* (New York: Random House, 1953). Reprinted in Peter N. Stearns, ed., *Documents in World History* (New York: Harper Collins Publishers, 1988), 50–52.

## Discussion Questions

### **Determining Main Ideas**

1. What information about Chinese culture during the Ming Dynasty—diet, modes of transportation, inventions, and so on—did Ricci include in this journal entry? List at least three facts.
2. **Comparing** In what ways did Ricci compare China to Europe?
3. **Forming and Supporting Opinions** Do you think Ricci's observations of Ming China were accurate? Why or why not?

CHAPTER  
**19**

Section 2

LITERATURE SELECTION

*from The Dream of the  
Red Chamber*

by Cao Zhan

*Cao Zhan's The Dream of the Red Chamber examines upper-class Manchu society in the 1700s. The novel focuses on a privileged family that is ruled by a matriarch. In this excerpt from the novel, the matriarch's son Chia Cheng—a strict Confucian—and her grandson Pao Yu try to help Prince Chen compose inscriptions for important sites in a new park. As you read, think about the cultural values and attitudes of the characters.*

The work on the magnificent new pleasure grounds was completed, and one fine day Prince Chen came with his helpers and associates to invite Chia Cheng to view them.

"The work as a whole is finished," he told him, "and now we would like to have your verdict on it, and any suggestions for alterations which you may wish to express. But above all we want your suggestions for the inscriptions which have not yet been made and which are to embellish the principal places in the grounds."

"Hm, these inscriptions are going to offer difficulty," said Chia Cheng, thoughtfully. "Strictly speaking, according to the Book of Rites, we must leave to our noble guest the honor of deciding upon suitable titles and inscriptions; but without a personal impression of the landscape and the scenery the Imperial spouse will lack the necessary inspiration for this. If, on the other hand, we await the happy hour of her visit and refrain from putting up any inscription or any motto until then, the scenery, despite all its charms, will still lack something essential."

"Quite so," they replied. "And to surmount this difficulty it seems to us that the best we can do for the time being is to write, in three or four characters, only the basic theme of the various inscriptions and mottoes and to leave the final composition of the text to our illustrious visitor herself to decide at the happy hour of her arrival."

"I agree; let us, then, commence our tour of inspection, for which this lovely spring weather is ideal," decided Chia Cheng, leading the way. It just

happened that, as the party approached, Pao Yu was in the new park, which he had been visiting frequently of late at his grandmother's wish, to seek distraction after the many weeks of mourning for his dead friend. Prince Chen, who had gone on ahead of the rest of the company, laughingly advised him to disappear as fast as he could because his stern old governor was coming that way. Much frightened, Pao Yu hurried towards the exit, but just as he got outside, he ran straight into the much-feared parent. There was no way of escape, so he stood shyly at the edge of the path waiting for the company to pass by.

"Come with us!" his father ordered tersely and abruptly. He had heard recently from old Tai Ju that his scion, while not overstudious in school, was showing a truly extraordinary talent for the composition of couplets and antitheses. So he wished to test him out a bit today.

Mr. Cheng stopped first in front of the covered gateway and let the impression of the view from outside work upon him. The roofs of the five-doored gateway, which were covered with copper tiles, stood out like the shimmering scaly backs of lizards or alligators.

The balustrades and steps of the marble bridge which led to the entrance were adorned with artistically wrought ornaments in the Western style. Neither the gateway nor the bridge had any white-wash or paint; both above and below everything glittered in the natural white of water-clear marble. White was also the color of the lime-washed wall enclosing the whole, which ran from left and right of the gateway. The wall rose from a base of natural

***The roofs of the  
five-doored gate-  
way, which were  
covered with copper  
tiles, stood out like  
the shimmering  
scaly backs of  
lizards or alligators.***

Excerpt from *The Dream of the Red Chamber* by Tsao Hsueh Chin, translated by Florence & Isabel McHugh. Copyright © 1958 by Pantheon Books, Inc. Used by permission of Pantheon Books, a division of Random House, Inc.



freestones which were ribbed like a tiger's pelt, and cut and placed in such a way, one over the other, that they gave the wall a most pleasing appearance. The whole impression was that of an unusual setting for a beautiful jewel.

Well content, Mr. Cheng moved on. Just inside the gateway the eye was met by a green hill.

"What a beautiful hill!" they all exclaimed, enraptured.

"This hill, which at first shuts out the view, heightens expectation. If one were to see the whole park immediately upon entering, the effect would be monotonous," remarked Chia Cheng.

"Quite so!" the others agreed. "One must have heights and depths to enliven the spirit."

They walked on by a narrow path which wound upwards through a narrow gorge formed by mighty, gray rocks overgrown with moss and creepers. These rocks, with their grotesque shapes, lying this way and that, looked as fantastic as goblins or mighty, fabulous animals. Halfway up, in front of a single mirror-bright sheet of stone, they halted.

"It seems to me that this is the right place for an inscription. What name shall we give to this spot? Your suggestions, please, gentlemen!" urged Chia Cheng.

A dozen suggestions, such as "Stratified Kingfisher Green," "Embroidered Crags," and the like, were heard. Pao Yu was the last to be called upon to speak. He gave it frankly and freely as his opinion that an inscription would be somewhat premature here, where one had just taken the first step into the grounds, but if it were definitely desired to adorn this in itself unimportant spot with a motto, he would suggest the words, reminiscent of an ancient text: "On twisted paths through twilight shades." There was general applause.

"This suggestion of our worthy nephew expresses true natural talent. Compared with him, we oth-

ers are only clumsy duffers and dry pedants," said the seniors, flatteringly.

"No exaggerated praise, if you please, or the boy will get notions about his bit of knowledge. Better laugh at him; it would be more beneficial to him," objected Chia Cheng, smiling. "At any rate we have still got time to consider the matter."

The path led on through dark grottoes into bright clearings over slopes, some covered with bushes, some with trees, and others, again, with flowers, along by a babbling brook which here wound sleepily through level land and there hopped in gay leaps down towards a valley, to disappear into a narrow fell, and finally to disperse in the form of a steep, foaming waterfall into a small, shimmering lake. A white marble balustrade encircled the shores of the lake, and over its narrow side the triple arch of a marble bridge stretched like the gaping jaws of a sea monster. The pavilion which stood on the bridge and overhung the water was chosen as the next halting place.

from Cao Zhan, *The Dream of the Red Chamber*, trans. by Florence and Isabel McHugh. (New York: Pantheon Books, 1958), 123–125.

## Activity Options

1. **Creating an Oral Presentation** With a small group of classmates, re-create Prince Chen's tour of the park. Role-play the characters—Prince Chen, his helpers and associates, Chia Cheng, and Pao Yu—and perform the dialogue in the excerpt.
2. **Writing for a Specific Purpose** Compose your own inscription for an important site in the park and share it with the class.
3. **Describing Setting** Draw a sketch of an important spot in the park. Then display your sketch in the classroom.

**CHAPTER**  
**19****LITERATURE SELECTION****Haiku**

by Matsuo Basho

**Section 3**

*Matsuo Basho (1644–1694) was one of the greatest Japanese haiku poets. What natural objects or scenes does Basho describe in the following haiku?*

***On the Road to Nara***

Oh, these spring days!  
A nameless little mountain,  
wrapped in morning hazel.

***The Autumn Storm***

Wild boars and all  
are blown along with it—  
storm-wind of fall!

***The Cuckoo***

Little gray cuckoo:  
sing and sing; and fly and fly—  
Oh, so much to do!

from Harold G. Henderson, ed., *An Introduction to Haiku*  
(Garden City, New York: Doubleday & Company, Inc., 1958),  
33–44.

***The Chestnut Burr***

The winds of fall  
are blowing, yet how green  
the chestnut burr.

***Beauty***

The usually hateful crow:  
he, too—this morning,  
on the snow!

***The Mushroom***

The mushroom:  
from an unknown tree, a leaf  
sticks to it.

**Research Options**

1. **Writing Expository Paragraphs** Find out about the form of Japanese poetry known as *haiku*. Then write a brief explanation and share it with classmates.
2. **Creating an Oral Presentation** Find one or two examples of *haiku* by other Japanese poets and read them aloud to the class. Then work with your classmates to assemble an illustrated anthology of your favorite *haiku*.



## Section 1

## HISTORYMAKERS

# Vasco da Gama

## *Sailing into History*

*"May the devil take you! What brought you here?"—spoken by Tunisian merchants who sighted Vasco da Gama in India (1498)*

The tiny kingdom of Portugal had made a major seafaring breakthrough in 1488, when Bartolomeu Dias sailed to the Cape of Good Hope at the southern tip of Africa. However, it was not until the mid-1490s that King Manuel of Portugal decided to send another voyage south. He chose a little-known sailor named Vasco da Gama, and he took the first step in creating a Portuguese trading empire in Asia.

Born around 1460, much of da Gama's early life is unknown. It is believed that he was born to poor but noble parents and that his father served as governor of Sines, the town where da Gama was born. He had two older brothers, who both later joined him on his trips. He remained an obscure figure until 1492. That year he captured some French ships in a Portuguese port during a period of hostility between the two European powers.

In 1495, King Manuel was making preparations to send an expedition around Africa to reach the valuable spice markets of India. He had named da Gama's father to head the voyage, but the old man died that year. As a result, Manuel chose da Gama.

In July 1497, da Gama departed with four ships. Rather than follow the West African coast, he swung far out into the Atlantic Ocean, hoping to avoid the areas of little wind called the doldrums. It was not until late November that the group passed the Cape of Good Hope. It took them another five months to work their way up the eastern coast of Africa, stopping at several ports along the way.

These ports were largely controlled by Muslim merchants. Though many of these merchants welcomed the Portuguese, some Muslim ships attacked the Portuguese explorers in Mombasa, located in modern Tanzania. In da Gama's next stop in modern Kenya, the ruler there gave the Portuguese an expert guide. He led them across the Indian Ocean to Calicut, the center of the Indian spice trade. They landed there on May 20, 1498, more than ten months after they had left Portugal.

Da Gama was unable to meet the leader of Calicut for ten days, however. Furthermore, when the two men did meet, the conference went badly.

The Portuguese had brought few goods of value to India, and the ruler expected gold in return for the spices that da Gama desired. Relations soured, and the Indians and the Portuguese both took prisoners. Later, the captured people were exchanged, but in August of 1498, da Gama and his crew left for home after hearing rumors of plots against them. They only had a small cargo of spices, but they had shown that the route could work.

The return voyage was more difficult than the journey there. Thirty men died of disease, including da Gama's brother Paulo, who had commanded one of the ships. Da Gama finally reached Portugal on September 9, 1499, two years after having left. He was given a hero's welcome.

A second voyage to Asia, commanded by another man, produced poor relations with the Indians, and the king called on da Gama again. In 1502, he set out with a much larger fleet of 20 ships that were armed for hostilities. When he reached the Indian coast, da Gama captured a ship loaded with Muslims making a pilgrimage, then killed them and burned the ship. When the ruler of Calicut refused to cooperate with da Gama, da Gama had his sailors shell the city. After picking up a cargo of spices in more friendly cities, he returned to Portugal.

Da Gama's actions raised alarms among the Muslims. They formed an alliance with the rulers of Egypt and other Indian cities to resist the Portuguese. From then on, the Portuguese built their trading empire by force, not by peaceful commerce. Da Gama made one more trip to Asia. Named Viceroy of India by the king, he was supposed to restore order but died shortly after arriving there.

## Questions

- Determining Main Ideas** What hardships did da Gama and his crew suffer during the first voyage?
- Drawing Conclusions** Why did the Portuguese not enjoy more success in their first voyage?
- Making Inferences** Why did the Muslims oppose the Portuguese arrival?



**CHAPTER**  
**19****Section 3****HISTORYMAKERS****Tokugawa Ieyasu**  
*Patient Planner*

*"The traditional picture of Ieyasu is one of a crafty and grasping old man . . . On the contrary, self-control and a truly marvelous patience stamped his character from childhood."—historians R. H. P. Mason and J. G. Caiger, A History of Japan (1973)*

There is a story about the three men who, from the 1560s to the early 1600s, managed to unite Japan under one rule. The leaders are all discussing a caged bird that will not sing. Oda Nobunaga vows, "I'll make it sing." Toyotomi Hideyoshi threatens, "I'll kill it if it doesn't sing." But Tokugawa Ieyasu has patience. "I'll wait until it sings," he says.

Patience was not Ieyasu's only virtue. He also possessed a first-rate mind, political insight, and superb military skill. Armed with these qualities, he finished the job that Nobunaga and Hideyoshi had begun. He placed all of Japan under one central authority—himself—and then passed that power on to others in his family.

Born in 1543, Ieyasu's early life provided little evidence of his future greatness. His father was one of the daimyo, the landowners who controlled Japanese politics and society. He was not one of the major political forces in the country, though. He had to agree to give his son as a hostage, first to one clan and then to another, as proof of his loyalty to them. During this time, Ieyasu was educated by a Buddhist monk provided by his grandmother. From him he learned the finer points of military affairs and politics.

After the death of his father, Ieyasu returned home and took the leadership of his clan at the age of 13. Within two years, he proved his mettle at war. He led a successful attack on a fort and then defeated a force of soldiers that pursued him. During the course of his life, Ieyasu fought more than 45 battles. He won most of them and, in some of the most important, showed his skill by defeating armies much larger than his own.

While still in his teens, Ieyasu established a strong political network. He made an alliance with Nobunaga, who was moving to unite Japan under his power. When that leader was assassinated, Ieyasu made an alliance with his successor, Hideyoshi. The deal proved a significant one because Ieyasu gave up only traditional family lands. He won the right to establish his base in Edo, the area near modern Tokyo and home to the

richest farmland in the country. For the next few years, he patiently strengthened his hand.

First, Ieyasu settled himself and his followers in his new region. He built canals to drain the swamps in the area around Edo so he could build a fortress there. He lowered taxes and punished corrupt officials in order to win over the people. He also fortified his own position by marrying his daughters and granddaughters to neighboring lords. Meanwhile, Hideyoshi twice attempted to invade Korea, but Ieyasu avoided any involvement with those failures.

In 1598, just before Hideyoshi died, he won the promises of Ieyasu and four other major leaders to care for his young son until adulthood. However, Ieyasu ignored his promise and moved to seize power himself as soon as Hideyoshi passed away. In 1600, Ieyasu defeated his most powerful rival in a major battle and from then on had the allegiance of all the other daimyo. Three years later he was proclaimed shogun, the military ruler of a united Japan. Two years after that, he retired in favor of his own son. However, the boy simply handled the administrative details of ruling the nation. Ieyasu ran the country from behind the scenes.

During this time, Ieyasu implemented the same administrative system that he had tested earlier on his own lands. Late in his life, he took the final step to ensure a peaceful transfer of power. He masterminded the complete defeat of Hideyoshi's son, now in his twenties. With this last victory, Ieyasu secured the end of any rival claims to his family's power. Two years later, Tokugawa Ieyasu died.

**Questions**

1. **Making Inferences** How did Ieyasu show patience?
2. **Forming and Supporting Opinions** Did Ieyasu always act honorably? Give examples to support your answer.
3. **Drawing Conclusions** Why was it important for Ieyasu to remove any rival claims to the throne before he died? Explain.

**CHAPTER**  
**19****Section 3****CONNECTIONS ACROSS TIME AND CULTURES***The Breakdown of  
Feudal Society***THEMATIC CONNECTION:****ECONOMICS**

*Many of the changes that took place in Japanese society under the Tokugawa Shogunate mirrored those that took place in medieval Europe. You read about these changes in Chapter 14. Compare the transformations of both societies by answering the questions that follow.*

1. The Crusades contributed to the breakdown of Europe's feudal system. What brought about the end of the old feudal society in Japan? \_\_\_\_\_  
\_\_\_\_\_
2. In medieval Europe, better farming methods caused a spurt of population growth. How did changes in farming affect population growth in Tokugawa society? \_\_\_\_\_  
\_\_\_\_\_
3. In Europe, as trade and finance expanded, towns grew and flourished. What caused the growth of towns and cities in Japan? \_\_\_\_\_  
\_\_\_\_\_
4. As towns and cities grew, there was a revival of learning and culture. How did culture under the Tokugawa Shogunate compare with the culture of medieval Europe? \_\_\_\_\_  
\_\_\_\_\_
5. The development of towns in medieval Europe led to a change in the order of society. How did the social structure of Japan compare with that of medieval Europe? \_\_\_\_\_  
\_\_\_\_\_
6. The introduction of the longbow in the Hundred Years' War marked the end of chivalry and medieval warfare in Europe. What effect did contact with Europeans have on Japanese warfare? \_\_\_\_\_  
\_\_\_\_\_
7. In general, what factors do you think spark great changes in society such as those experienced in medieval Europe and in Japan under the Tokugawa shoguns? \_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**19**  
Section 1

## SCIENCE & TECHNOLOGY *A Revolution in Cartography*

*Better ships and more accurate instruments enabled explorers to sail all over the world. Advances in mapmaking were needed to keep up with the flow of new information about the locations of faraway places.*

Two developments in Europe during the 15th century led to significant advances in cartography, the science of making maps. First, *Geography*, a book written by the Greco-Egyptian astronomer Claudius Ptolemy around A.D. 150, was translated into Latin so that it could be read by scholars. This eight-volume work included maps and the latitude and longitude of approximately 8,000 places in the world. Ptolemy also provided instructions for making various types of maps, or projections.

Second, the invention of the printing press in the mid-15th century also contributed to progress in cartography. Previously, if an explorer needed a map, it had to be slowly copied by hand. Now, the printing press enabled many identical copies to be made quickly. The first printing plates were made of wood. Soon, maps were etched on copper plates that allow lines to be drawn more accurately.

By the end of the 1400s, most educated Europeans understood that the world was round. The first globe, made by a German navigator named Martin Behaim, appeared in 1492. However, cartographers still wrestled with the problem of how to accurately draw a globe on a flat piece of paper.

As exploration increased European knowledge of geography, navigation charts for sailors began covering huge areas of the globe. Larger charts meant that maps became more distorted when trying to account for the curved surface of the earth. Lines of latitude were rounded, making it difficult for sailors to draw straight-line compass courses.

A revolutionary breakthrough in mapmaking occurred in 1569. A Flemish cartographer named Gerardus Mercator invented a way to draw an accurate flat map. The technique involved drawing a map as if it had been projected onto a cylinder, or tube. Unrolling the cylinder

produced a map on which lines of latitude and longitude were next to each other. This allowed compass courses to be plotted in straight lines with far more accuracy than had been possible before.

While Mercator's map significantly improved navigation, it included some problems. Lines of latitude became farther apart toward the northern and southern areas of the map. This flaw distorts the proportions of the world. It makes lands near the poles (Greenland) appear too large and areas near the equator (India) too small. Nevertheless, Mercator's invention has been the standard projection for world maps for over 400 years.

### Questions

1. **Determining Main Ideas** What two major developments sparked significant advances in mapmaking in the 15th and 16th centuries?
2. **Drawing Conclusions** Why would curved or rounded lines of latitude make it difficult for sailors to accurately draw straight-line compass courses on maps?
3. **Making Inferences** Why do you think the printing press could have such a huge impact on mapmaking and exploration?



British Library, London/Bridgeman Art Library, London/SuperStock.

**Pictured above is a map made by Mercator. Notice how disproportionately large Antarctica is while India appears to be a tiny country.**

**CHAPTER**  
**19****Section 1****RETEACHING ACTIVITY***Europeans Explore the East*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. The desire to spread the faith of Islam was an important reason for an age of European exploration in the 1400s.  
\_\_\_\_\_
- \_\_\_\_\_ 2. The main reason for European exploration was the search for new sources of wealth.  
\_\_\_\_\_
- \_\_\_\_\_ 3. Europeans hoped to expand their trade for spices such as nutmeg, ginger, and pepper.  
\_\_\_\_\_
- \_\_\_\_\_ 4. A direct sea route to North America was needed to help European merchants gain control of East-West trade from the Muslims and Italians.  
\_\_\_\_\_
- \_\_\_\_\_ 5. The invention of the caravel and other improvements in sailing technology made voyages of exploration possible.  
\_\_\_\_\_
- \_\_\_\_\_ 6. Prince Henry “the navigator” used his personal fortune to support a number of Portuguese voyages of exploration along the coast of Africa.  
\_\_\_\_\_
- \_\_\_\_\_ 7. Bartolomeu Dias’s exploration of the east African coast gave Portugal a direct sea route to India.  
\_\_\_\_\_
- \_\_\_\_\_ 8. The Treaty of Tordesillas established an invisible line through the Atlantic Ocean, with lands west of the line belonging to Italy and lands east of the line belonging to Portugal.  
\_\_\_\_\_
- \_\_\_\_\_ 9. An expedition led by Magellan claimed the Philippine Islands for Spain, which began settling them in 1565.  
\_\_\_\_\_
- \_\_\_\_\_ 10. By 1600, the Portuguese had the largest fleet of ships in the world and had become a leading sea power.  
\_\_\_\_\_



## Section 2

## RETEACHING ACTIVITY

# *China Limits European Contacts*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                             |                         |
|---------------------------------------------------------------------------------------------|-------------------------|
| ____ 1. Ruled China from 1368 to 1644                                                       | A. Yonglo               |
| ____ 2. Chinese leader of the rebel army that drove the Mongols out of China in 1368        | B. isolationism         |
| ____ 3. Chinese leader who moved the royal court to Beijing                                 | C. Manchus              |
| ____ 4. Chinese Muslim admiral who led seven voyages of exploration                         | D. Ming Dynasty         |
| ____ 5. China's official trade policy in the 1500s                                          | E. Matteo Ricci         |
| ____ 6. First missionary to have an impact in China                                         | F. Qing Dynasty         |
| ____ 7. People who invaded China in 1644 and brought about the collapse of the Ming Dynasty | G. kowtow               |
| ____ 8. Dynasty established by the Manchus                                                  | H. Hongwu               |
| ____ 9. First Manchu emperor who ruled for 60 years                                         | I. Zheng He             |
| ____ 10. Ritual kneeling to a Chinese emperor                                               | J. Kangxi               |
| ____ 11. Country known as China's "little brother" during the Qing Dynasty                  | K. Korea                |
| ____ 12. Situation brought about by improved food production during the Qing Dynasty        | L. population explosion |

**CHAPTER**  
**19****Section 3****RETEACHING ACTIVITY***Japan Returns  
to Isolation*

**Determining Main Ideas** The following questions deal with the Tokugawa regime and its impact on Japan. Answer them in the space provided.

1. What brought about the end of Japan's feudal system?

---

2. What happened during the "warring states" period in Japanese history?

---

3. How did the new Japanese feudalism under the daimyo resemble European feudalism?

---

---

4. Who were two ambitious daimyos in the 1500s, and how did their actions affect Japan?

---

5. How was the unification of China achieved?

---

6. How was society under the Tokugawa Shogunate organized?

---

7. Why did many farmers abandon their fields and move into towns and cities?

---

8. What elements of culture thrived during the Tokugawa Shogunate?

---

9. How did the introduction of Portuguese firearms into Japan change the tradition of the Japanese warrior?

---

---

10. How did Tokugawa Ieyasu react to Christian missionaries coming to Japan?

---

---

CHAPTER  
**20**

GUIDED READING *Spain Builds an American Empire*

Section 1

**A. Following Chronological Order** As you read about the empire Spain built in the Americas, take notes to answer questions about the time line below.

|      |                                                                                         |                                                                                                        |
|------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1492 | Christopher Columbus sails westward from Spain, hoping to reach Asia.                   | 1. What was the significance of Columbus's voyages?                                                    |
|      |                                                                                         | 2. Magellan himself died in the Philippines. What was the importance of the voyage his crew completed? |
| 1519 | Ferdinand Magellan sets sail on a voyage that rounds the southern tip of South America. | 3. What factors helped the Spanish defeat the Aztec?                                                   |
| 1521 | Hernando Cortés conquers the Aztec.                                                     | 4. How did the Spanish treat the peoples they conquered?                                               |
|      |                                                                                         | 5. What was unique about the Spanish colonization of the lands of New Mexico?                          |
| 1533 | Francisco Pizarro conquers the Inca Empire.                                             | 6. What was the long-term consequence of this action?                                                  |
| 1540 | Francisco Vásquez de Coronado explores the Southwest.                                   |                                                                                                        |
| 1542 | Spain abolishes the <i>encomienda</i> system.                                           |                                                                                                        |

**B. Determining Main Ideas** On the back of this paper define the following terms:

conquistadors      mestizo      *encomienda*



**CHAPTER**  
**20****Section 2****GUIDED READING***European Nations Settle  
North America*

**A. Summarizing** As you read this section, fill out the chart below by writing notes that describe aspects of each European settlement.

**1. New France**

Explorers

Reasons for exploration

**2. Jamestown**

Founders

Significance of colony

**3. Plymouth and Massachusetts Bay colonies**

Settlers

Reasons for colonization

**4. New Netherland**

Land claims

Reasons for colonization

**B. Analyzing Causes and Recognizing Effects** On the back of this paper, explain how the **French and Indian War** and **Metacom** relate to the struggle for supremacy in North America.

**CHAPTER**  
**20****Section 3****GUIDED READING** *The Atlantic Slave Trade*

**A. Analyzing Causes and Recognizing Effects** As you read this section, write notes to answer questions about the causes and consequences of the enslavement of Africans.

**How did each of the following contribute to the development of the Atlantic slave trade?**

|                                          |                                    |
|------------------------------------------|------------------------------------|
| 1. European colonization of the Americas | 2. Portuguese settlement of Brazil |
| 3. African rulers                        | 4. African merchants               |

**What were the consequences of the Atlantic slave trade for each of the following?**

|                      |                                  |
|----------------------|----------------------------------|
| 5. African societies | 6. Enslaved Africans             |
| 7. American colonies | 8. Present-day American cultures |

**B. Writing Descriptive Paragraphs** Write a paragraph describing the voyage that brought captured Africans to the Americas. Use the following terms:

**triangular trade**                      **middle passage**

**CHAPTER**  
**20****Section 4****GUIDED READING***The Columbian Exchange and Global Trade*

**A. Analyzing Causes and Recognizing Effects** As you read this section, note some cause-and-effect relationships relating to the European colonization of the Americas.

| Causes | Event/Trend                           | Effects |
|--------|---------------------------------------|---------|
|        | 1. Columbian Exchange                 |         |
|        | 2. Global Trade                       |         |
|        | 3. Inflation                          |         |
|        | 4. Formation of joint-stock companies |         |
|        | 5. Growth of mercantilism             |         |

**B. Determining Main Ideas** Define the terms **capitalism** and **favorable balance of trade**.

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**BUILDING VOCABULARY** *The Atlantic World*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                               |                                                                                                                                             |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| ____ 1. mestizo               | a. England's first permanent colony in North America                                                                                        |
| ____ 2. <i>encomienda</i>     | b. Dutch holdings in North America                                                                                                          |
| ____ 3. New France            | c. group that sought religious freedom and established an English colony at Massachusetts Bay in 1630                                       |
| ____ 4. Jamestown             | d. system in which Spanish landlords forced Native Americans to farm, ranch, or mine for them                                               |
| ____ 5. Pilgrims              | e. a war on the North American continent between the British and the French that began in 1754 over disputed land claims in the Ohio Valley |
| ____ 6. Puritans              | f. group that sought religious freedom and founded an English colony at Plymouth, Massachusetts, in 1620                                    |
| ____ 7. New Netherland        | g. person of mixed Spanish and Native American ancestry                                                                                     |
| ____ 8. French and Indian War | h. France's colonial empire in North America, based in Quebec                                                                               |

**B. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The Genoese sea captain who landed on a Caribbean island in 1492 and prompted the Spanish to establish colonies in the Americas was (a) Hernando Cortés (b) Francisco Pizarro (c) Christopher Columbus.
2. The global transfer of foods, plants, and animals during the colonization of the Americas is called the (a) Columbian Exchange (b) middle passage (c) *encomienda*.
3. An economic system based on private ownership and the investment of resources for profit is called (a) mercantilism (b) capitalism (c) joint-stock company.
4. The economic theory that a country's power depends mainly on its wealth is called (a) mercantilism (b) capitalism (c) favorable balance of trade.
5. The voyage that brought captured Africans to the West Indies and later to North and South America was known as the (a) Atlantic slave trade (b) triangular trade (c) middle passage.
6. The Native American ruler who led an attack on colonial villages throughout Massachusetts was (a) Metacom (b) Atahualpa (c) Malinche.

**C. Writing** Write a paragraph comparing the conquests of Hernando Cortés and Francisco Pizarro using the following terms.

colony      conquistador      Hernando Cortés      Francisco Pizarro

**CHAPTER**  
**20****Section 2****SKILLBUILDER PRACTICE** *Comparing and Contrasting*

*Comparing and contrasting means looking for similarities and differences between events, places, institutions, ideas, or people. In this section you read about conflicts between Native Americans and English settlers. By comparing and contrasting Native American views with those held by Europeans, you can begin to understand some of the reasons for these conflicts. Read the passage and answer the questions that follow. (See Skillbuilder Handbook)*

**Disputes Over Land and Religion**

Disputes between the Puritans and Native Americans arose over two issues—land and religion. For every acre a colonial farmer needed to support life, a Native American needed 20 for hunting, fishing, and agriculture. To Native Americans, no one owned the land—it was there for everyone to use. Native Americans saw land treaties with Europeans as mere agreements in which they received gifts—blankets, guns, iron tools, or whatever—to share the land for a limited time. Europeans, however, saw the treaties as a one-time deal in which Native Americans permanently sold their land to new owners.

Similar misunderstandings existed over religion. Puritans considered Native Americans heathens—people without a faith. At first, Puritans tried earnestly to convert them, which many Native Americans resisted. Over time as hostility between the two groups grew, many Puritans tended to view the Native Americans as agents of the devil who presented a constant threat to their godly society. Rather than convert the Native Americans, the New England colonists set out to remove or destroy native societies. For their part, Native Americans developed a similarly hard view toward the white invaders.

1. Why did the Native Americans need more land than European colonists? \_\_\_\_\_  
\_\_\_\_\_

2. How did Native American and European views of land ownership differ? \_\_\_\_\_  
\_\_\_\_\_

How did these differences affect how both groups viewed land treaties? \_\_\_\_\_  
\_\_\_\_\_

3. Why were the Puritans at first so interested in converting the Native Americans? \_\_\_\_\_  
\_\_\_\_\_

How did Native Americans react to attempts to convert them? \_\_\_\_\_  
\_\_\_\_\_

4. What differences would you say finally led to war between the two groups? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**20**

**GEOGRAPHY APPLICATION: MOVEMENT**

# *The Potato Impacts the World*

**Section 4**

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

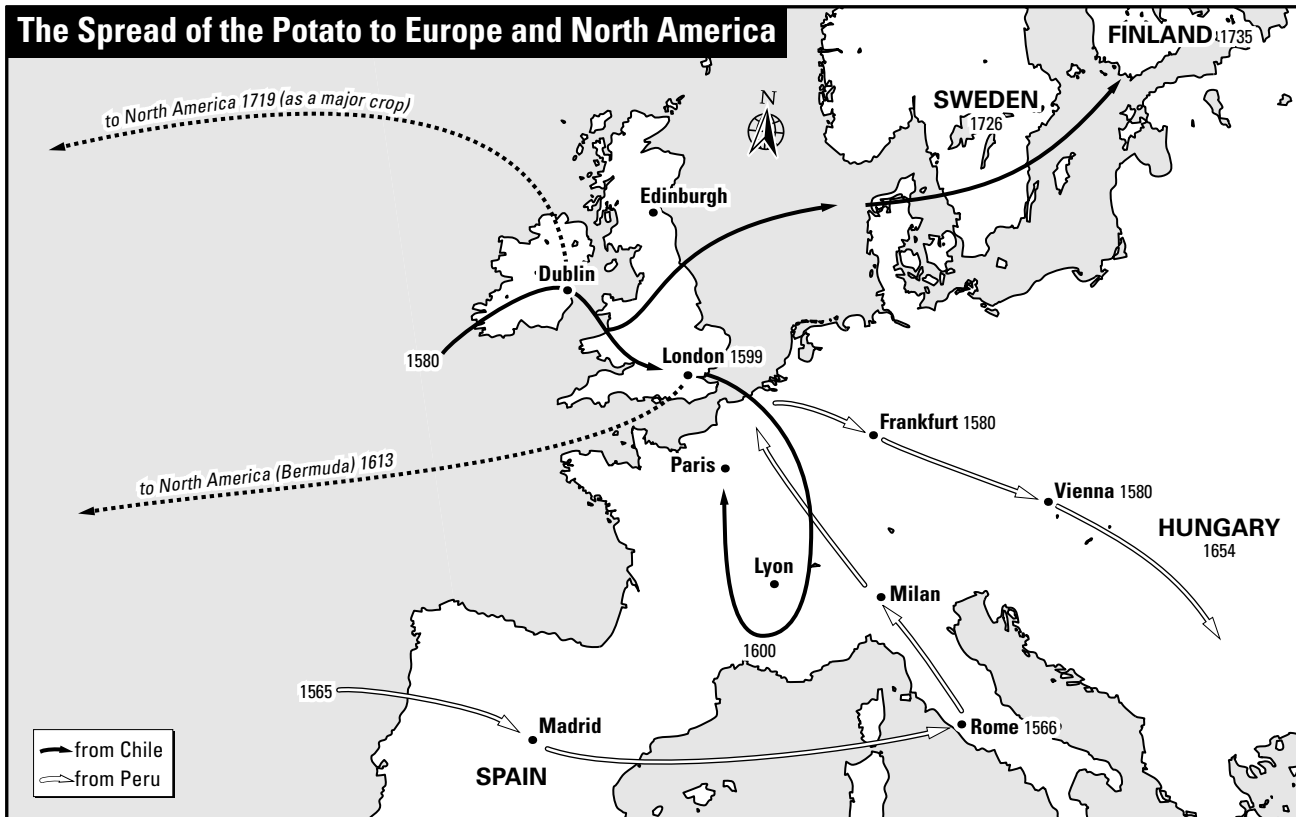
The spread of the white potato over 400 years ago revolutionized the world's food supply. One writer even went so far as to proclaim that the planting of the first white potatoes in Europe "probably changed more lives than the deeds of a hundred kings."

In the mid-1500s, Spanish explorers discovered the Inca growing white potatoes in the Andes Mountains of modern-day Peru and Chile and brought the plant to Europe. Even though there was some resistance to eating potatoes for the next 200 years, eventually the white potato became the world's most widely grown vegetable. The potato was a cheap source of valuable proteins, vitamins, and minerals. This may account for the rapid growth of the European population after 1700.

In the United States, the common white potato is known as the Irish potato. Its official introduction

to North America came in 1613 when a shipment from England reached Bermuda, an island about 500 miles east of present-day North Carolina. Eight years later the governor of Bermuda sent a chest filled with potatoes to the governor of the Virginia colony. Yet potatoes did not find wide-spread acceptance on the continent. Potatoes were then reintroduced to the United States in 1719. In that year several Irish immigrants brought potatoes to New Hampshire, and the vegetable finally took hold. It eventually became almost a daily item on American dinner menus.

Today corn and potatoes are the two main vegetable crops in the United States. An acre of potatoes yields almost twice as much food as an acre of grain. This permits the United States to produce around 400 million bags of potatoes annually.



**Interpreting Text and Visuals**

1. What do the arrows on the map represent? \_\_\_\_\_

Why are there two different arrow styles? \_\_\_\_\_

2. What European country was first introduced to the potato? \_\_\_\_\_

The potatoes that arrived in Dublin came from which Andean region? \_\_\_\_\_

3. Trace the route that the potato took to reach Vienna. \_\_\_\_\_

What is significant about the year that Vienna got the potato? \_\_\_\_\_

4. Did the potato reach London or Paris first? \_\_\_\_\_

5. Which of the European countries shown on the map was last to receive the potato? \_\_\_\_\_

6. How long did it take for the potato to get from London to the south of France and from Madrid to Rome? \_\_\_\_\_

7. Explain what the arrow leading from London toward North America represents. \_\_\_\_\_

8. Why do you think the common white potato is known as the Irish potato in the United States? \_\_\_\_\_



**CHAPTER**  
**20****Section 1****PRIMARY SOURCE** *from The Journal of Christopher Columbus*

*Columbus kept a ship's log, or journal, of his historic voyage from Spain to the Americas. When he returned to Spain in 1493, he presented the journal to King Ferdinand and Queen Isabella. The version printed here was originally copied by the missionary Bartolomé de Las Casas and refers to Columbus in the third person as "admiral" unless quoting him directly. As you read, think about the reactions of Columbus, his crew, and the Taino when they first encountered one another.*

Thursday, October 11th/. . . Two hours after midnight land appeared, at a distance of about two leagues from them. They took in all sail, remaining with the mainsail, which is the great sail without bonnets, and kept jogging, waiting for day, a Friday, on which they reached a small island of the Lucayos, which is called in the language of the Indians "Guanahani." Immediately they saw naked people, and the admiral went ashore in the armed boat, and Martin Alonso Pinzón and Vicente Yañez, his brother, who was captain of the *Niña*. The admiral brought out the royal standard, and the captains went with two banners of the Green Cross, which the admiral flew on all the ships as a flag with an F [for Ferdinand] and a Y [for Isabella], and over each letter their crown, one being on one side of the [cross] and the other on the other. When they had landed, they saw very green trees and much water and fruit of various kinds. The admiral called the two captains and the others who had landed, and Rodrigo de Escobedo, secretary of the whole fleet, and Rodrigo Sanchez de Segovia, and said that they should bear witness and testimony how he, before them all, took possession of the island, as in fact he did, for the King and Queen, his Sovereigns, making the declarations which are required, as is contained more at length in the testimonies which were there made in writing. Soon many people of the island gathered there. What follows are the actual words of the admiral, in his book of his first voyage and discovery of these Indies.

"I," he says, "in order that they might feel great amity towards us, because I knew that they were a people to be delivered and converted to our holy faith rather by love than by force, gave to some among them some red caps and some glass beads, which they hung round their necks, and many other things of little value. At this they were greatly pleased and became so entirely our friends that it

was a wonder to see. Afterwards they came swimming to the ships' boats, where we were, and brought us parrots and cotton thread in balls, and spears and many other things, and we exchanged for them other things, such as small glass beads and hawks' bells, which we gave to them. In fact, they took all and gave all, such as they had, with good will, but it seemed to me that they were a people very deficient in everything. They all go naked as their mother bore them, and the women also, although I saw only one very young girl. And all those whom I did see were youths, so that I did not see one who was over thirty years of age; they were very well built, with very handsome bodies and very good faces. Their hair is coarse almost like the hairs of a horse's tail and short; they wear their hair down over their eyebrows, except for a few strands behind, which they wear long and never cut. Some of them are painted black, and they are the colour of the people of the Canaries, neither black nor white, and some of them are painted white and some red and some in any colour that they find. Some of them paint their faces, some their whole bodies, some only the eyes, and some only the nose. They do not bear arms or know them, for I showed to them swords and they took them by the blade and cut themselves through ignorance. They have no iron. Their spears are certain reeds, without iron, and some of these have a fish tooth at the end, while others are pointed in various ways. They are all generally fairly tall, good looking and well proportioned. I saw some who bore marks of wounds on their bodies, and I made signs to them to ask how this came about, and they indicated to me that people came from other islands, which are near, and wished to capture them, and they defended themselves. And I believed and still believe that they come here from the mainland to take them for slaves. They should be good servants and of quick intelligence, since I see that they very soon say all

that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. Our Lord willing, at the time of my departure I will bring back six of them to Your Highnesses, that they may learn to talk. I saw no beast of any kind in this island, except parrots.” All these are the words of the admiral.

Saturday, October 13th/As soon as day broke, there came to the shore many of these men, all youths, as I have said, and all of a good height, very handsome people. Their hair is not curly, but loose and coarse as the hair of a horse; all have very broad foreheads and heads, more so than has any people that I have seen up to now. Their eyes are very lovely and not small. They are not at all black, but the colour of Canarians, and nothing else could be expected, since this is in one line from east to west with the island of Hierro in the Canaries. Their legs are very straight, all alike; they have no bellies but very good figures. They came to the ship in boats, which are made of a tree trunk like long boat and all of one piece. They are very wonderfully carved, considering the country, and large, so that in some forty or forty-five men came. Others are smaller, so that in some only a solitary man came. They row them with a paddle, like a baker’s peel, and they travel wonderfully fast. If one capsizes, all at once begin to swim and right it, baling it out with gourds which they carry with them. They brought balls of spun cotton and parrots and spears and other trifles, which it would be tedious to write down, and they gave all for anything that was given to them. And I was attentive and laboured to know if they had gold, and I saw that some of them wore a small piece hanging from a hole which they have in the nose, and from signs I was able to understand that, going to the south or going round the island to the south, there was a

king who had large vessels of it and possessed much gold. I endeavoured to make them go there, and afterwards saw that they were not inclined for the journey. I resolved to wait until the afternoon of the following day, and after that to leave for the south-west, for, as many of them indicated to me, they said that there was land to the south and to the south-west and to the north-west, and that those of the north-west often came to attack them. So I resolved to go to the south-west, to seek the gold and precious stones. This island is fairly large and

very flat; the trees are very green and there is much water. In the centre of it, there is a very large lake; there is no mountain, and all is so green that it is a pleasure to gaze upon it. The people also are very gentle and, since they long to possess something of ours and fear that nothing will be given to them unless they give something, when they have nothing, they take what they can and immediately throw themselves into the water and swim. But all that they do possess, they give for anything which is given to them, so that they exchange things

even for pieces of broken dishes and bits of broken glass cups. . . .”

from Cecil Jane, trans., *The Journal of Christopher Columbus* (New York: Bonanza Books, 1989), 23–28.

***They came to the ship in boats, which are made of a tree trunk like long boat and all of one piece. They are very wonderfully carved . . . and they travel wonderfully fast.***

## Discussion Questions

1. **Determining Main Ideas** What is Columbus’s main interest on the island? Why is he interested in that?
2. **Drawing Conclusions** What impressed you most about this excerpt from Columbus’s journal?
3. **Developing Historical Perspective** What do you think is Columbus’s attitude toward the Taino? Point out passages that reveal his thoughts and feelings about them.

CHAPTER  
**20**  
Section 1

**PRIMARY SOURCE** *from The Broken Spears*

*In 1519 Spanish conquistadors led by Hernando Cortés first entered the Aztec capital city of Tenochtitlán. The Aztec emperor, Montezuma II, who is called Motecuhzoma in this excerpt, believed that the Spaniards were powerful gods whose arrival had been foretold by Aztec priests. The following account, written by Aztec historians, describes the meeting of Motecuhzoma and Cortés—accompanied by his translator Malinche—at Huitzillan. How did Motecuhzoma and Cortés react to one another?*

***Motecuhzoma Goes Out to Meet Cortes***

The Spaniards arrived in Xoloco, near the entrance to Tenochtitlan. That was the end of the march, for they had reached their goal.

Motecuhzoma now arrayed himself in his finery, preparing to go out to meet them. The other great princes also adorned their persons, as did the nobles and their chieftains and knights. They all went out together to meet the strangers.

They brought trays heaped with the finest flowers—the flower that resembles a shield; the flower shaped like a heart; in the center, the flower with the sweetest aroma; and the fragrant yellow flower, the most precious of all. . . .

Thus Motecuhzoma went out to meet them, there in Huitzillan. He presented many gifts to the Captain and his commanders, those who had come to make war. . . . Then he hung the gold necklaces around their necks and gave them presents of every sort as gifts of welcome.

When Motecuhzoma had given necklaces to each one, Cortes asked him: “Are you Motecuhzoma? Are you the king? Is it true that you are the king Motecuhzoma?”

And the king said: “Yes, I am Motecuhzoma.” Then he stood up to welcome Cortes; he came forward, bowed his head low and addressed him in these words: “Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne, to sit under its canopy.

“The kings who have gone before, your representatives, guarded it and preserved it for your coming. . . . The people were protected by their swords and sheltered by their shields.

“Do the kings know the destiny of those they left behind, their posterity? If only they are watching! If only they can see what I see!

“No, it is not a dream. I am not walking in my sleep. I am not seeing you in my dreams. . . . I have seen you at last! I have met you face to face! I was in agony for five days, for ten days, with my eyes fixed on the Region of the Mystery. And now you have come out of the clouds and mists to sit on your throne again.

“This was foretold by the kings who governed your city, and now it has taken place. You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords!”

When Motecuhzoma had finished, La Malinche translated his address into Spanish so that the Captain could understand it. Cortes replied in his strange and savage tongue, speaking first to La Malinche: “Tell Motecuhzoma that we are his friends. There is nothing to fear. We have wanted to see him for a long time, and now we have seen his face and heard his words. Tell him that we love him well and that our hearts are contented.”

Then he said to Motecuhzoma: “We have come to your house in Mexico as friends. There is nothing to fear.”

La Malinche translated this speech and the Spaniards grasped Motecuhzoma’s hands and patted his back to show their affection for him.

*from Miguel Leon-Portilla, ed., The Broken Spears: The Aztec Account of the Conquest of Mexico (Boston: Beacon Press, 1962), 62–65.*

**Discussion Questions**

1. **Clarifying** What gifts did Motecuhzoma present to Cortés and his men?
2. **Making Inferences** Why did Motecuhzoma say to Cortés “now you have arrived on the earth”?
3. **Drawing Conclusions** What can you conclude from this passage about the advantages Cortés had in his attempt to conquer the Aztecs?

CHAPTER  
**20**

Section 3

**PRIMARY SOURCE** *from The Life of Olaudah Equiano*

*Olaudah Equiano (1745?–1797) grew up in the West African kingdom of Benin in what is now eastern Nigeria. Kidnapped by African slave traders, he was transported to Barbados in 1756, then to colonial Virginia. His autobiography, The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, was published in 1789. As you read this excerpt from his autobiography, think about the horrors of his voyage from Africa to the West Indies.*

While we stayed on the coast I was mostly on deck; and one day, to my great astonishment, I saw one of these vessels coming in with the sails up. . . . At last, she came to an anchor in my sight, and when the anchor was let go, I and my countrymen who saw it, were lost in astonishment to observe the vessel stop—and were now convinced it was done by magic. . . .

At last, when the ship we were in, had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time . . . but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died—thus falling victims to the improvident avarice, as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains . . . and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable. Happily perhaps, for myself, I was soon reduced so low here that it was thought necessary to keep me almost always on deck; and from my extreme youth I was not put in fetters. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. . . . Every

circumstance I met with, served only to render my state more painful, and heightened my apprehensions, and my opinion of the cruelty of the whites.

One day they had taken a number of fishes; and when they had killed and satisfied themselves with as many as they thought fit, to our astonishment who were on deck, rather than give any of them to us to eat, as we expected, they tossed the remaining fish into the sea again, although we begged and prayed for some as well as we could, but in vain . . . One day . . . two of my wearied countrymen who were chained together, preferring death to such a life of misery, somehow made through the nettings and jumped into the sea: immediately, another quite dejected fellow . . . followed their example; and I believe many more would very soon have done the same, if they had not been prevented by the ship's crew. . . . There was such a noise and confusion amongst the people of the ship as I never heard before, to stop her, and get the boat out to go after the slaves. However, two of the wretches were drowned, but they got the other, and afterwards flogged him unmercifully, for thus attempting to prefer death to slavery.

*from Olaudah Equiano, The Life of Olaudah Equiano (New York: Negro Universities Press, 1969), 46–49.*

## Research Options

1. **Writing Expository Paragraphs** Use print or on-line resources to find out more about the life of Olaudah Equiano. Then present your findings to the class in the form of a brief biographical sketch.
2. **Using Research in Writing** Olaudah Equiano's account was one of the earliest American slave narratives. Research the characteristics of slave narratives and write a brief definition. Then find titles of other slave narratives and share your list with classmates.





## Section 1

**LITERATURE SELECTION** *from The Feathered Serpent*  
by Scott O'Dell

*This novel by American author Scott O'Dell is set in Mexico in the 1500s. The narrator, Julián Escobar, is a young Spanish seminary student who becomes embroiled in the struggle between the Spanish conquistador Hernando Cortés and the Aztec emperor Moctezuma (Montezuma). In this excerpt, Escobar returns to Moctezuma's palace with an urgent message from Cortés. What happens when Moctezuma and Cortés finally meet at Tenochtitlán?*

We arrived in Tenochtitlán to find torches flaming everywhere along the causeway, the plaza strewn with flowers and filled with a curious throng, word having reached the city of the beast with a voice like thunder that ran much faster than a deer and carried a man on its back.

Indeed, so curious were the Indians that as they lost their fears, they began to press around us and had to be driven away. So keen was their delight, I regretted that the stallion had only a small part of his once magnificent tail to show them.

Lord Tzapotlan led us to the Emperor's palace, I still riding Bravo and the dwarf clinging on behind. A place for the stallion was waiting, and for us a series of rooms, sparsely furnished but with braziers burning and flowers scattered about.

Lord Tzapotlan had water brought to us in silver bowls and then disappeared, saying that he would see the Reverend Speaker and arrange for our meeting. I thought because of the important message I carried that the Emperor would be anxious to see us. But Lord Tzapotlan came back in a short time with distressing news.

"The Great Emperor," he said, "has locked himself away. He is taking neither food nor drink. He has only Tenayuca, his trusted soothsayer, at his side."

"You understand the urgent message I carry from Captain-General Cortés?"

"It is understood," the lord said. "I spoke of it to the wizard."

"The Emperor won't talk to you?"

"He'll talk to no one except to Tenayuca."

We waited that night with no word from Lord Tzapotlan. But in the morning one of the servants

said that she had heard that the Emperor had left the palace secretly during the night and gone to the temple of Uitzilopochtli, where he had prayed for a sign from the war god.

The Emperor remained in the temple for two days, praying and burning incense, surrounded by wizards.

On the third day at noon, Lord Tzapotlan came and led me to a chamber different from the one I had visited before. The walls and ceiling were bare and painted a pearly white, which gave me a feeling that I was suspended in the sky, floating high among drifting clouds.

Moctezuma was sitting on a mat that was the same color as the walls, woven of dovelike feathers. I stood before him in my bare feet, out of respect, and gave him the message that Cortés had given me, only softening it somewhat from the harsh words Cortés had angrily spoken.

A confused man, thin and visibly different from the proud emperor I had once talked to, sat before me. He seemed even more confused than on the morning he had shown me the painting of the Spanish ships.

A servant brought forth a long-stemmed reed packed with a brown substance, which he had lit. The Emperor put the stem in his mouth and sucked on it. Smoke came out from his nostrils. He did this but once, then put it aside, as if it were suddenly distasteful. . . .

"Tell me," he said, "you of the sunlit hair, with whom I hoped to talk during many hours, to whom I wished to make princely gifts, who fled from me not knowing that I planned for you the most exalted of deaths, tell me. . . ."

*We arrived in  
Tenochtitlán to find  
torches flaming  
everywhere along  
the causeway, the  
plaza strewn with  
flowers and filled  
with a curious  
throng.*

Moctezuma paused. I began to wonder if he had lost the thread of his thought or if he had changed his mind about what he had started to say.

"Tell me," he said, moving his gaze from the dove-colored walls that seemed to drift about like clouds, "tell me, why did you flee?"

"Truly," I said in a firm voice, "I fled because I did not want to die on the altar stone."

"But when we talked before, you agreed that it was a great honor to die and be transported to a warrior's heaven, the place of flowers and hummingbirds and life everlasting."

"I discovered, thinking about it later, that I was not yet ready to visit this place of hummingbirds and flowers. I have more battles to fight, many more prisoners to take."

At that moment, looking at the Emperor's gold-shod feet, I saw them move nervously back and forth. I took from this that my answer had diminished me in his eyes. He was silent for a long time.

"I showed you," he said at last, "the pictures my artists painted of Cortés and his captains. They do not look like you, but still they have an air about them, all these men who call themselves Spaniards, that I find about you. Are you one of them? Are you a Spaniard?"

I nodded.

"A Spaniard in the army of this Cortés?"

"No, I am a seminarian.

Someday I hope to be a priest. I was cast away on an island off the coast, among the Maya."

"I have heard of a white man who was left on this coast. He became a great cacique."

"The man you name is Gerónimo de Aguilar."

"You are not a spy for this Cortés?" the Emperor said.

"No."

"You have seen Cortés. You have talked to him. You have brought a message from Cortés. You were with him, so my ambassadors say, in Texcála and Cholólan. What do think of this Hernán Cortés?"

I had no difficulty in answering this question.

"He is a ruthless man, cruel and ambitious and without fear of anything or anyone, even you, Revered Speaker."

"He says, he has said many times, since the day he left the sea, that he comes to visit a city about which he has heard marvelous things and to pledge me loyalty and. . ."

"The loyalty is only to himself," I broke in.

"To pledge loyalty and to inform me about his king and his god. Lately, in a message sent from Texcála, he scolds me about the Aztec gods and our rites. We have worshipped our gods from the long beginning. In our own way. And we know them to be good. Your gods may be good, also. Is this why he wishes to come, to scold me again?"

"It is not why he comes," I said. "He comes as a conqueror to subdue the city, to kill all those who seek to defend it, to kill you yourself should you dare to oppose him."

Moctezuma showed no emotion at these words. He turned his gaze to the wall, to the stars I had not noticed before painted there among the clouds, and fell silent.

I left with the strong belief that he would oppose Cortés' entry into the city and that Lord Tzapotlan, who had heard of the happening in Texcála and himself had seen the carnage in Cholólan, would stand firmly behind him. My belief, however, was not borne out.

No sooner had Cortés appeared on the outskirts of the city than the Emperor went forth to greet him, carrying presents of gold. With the Emperor were Cacamatzin, Revered Speaker of

Texóco and Tlácopan, and a company of Arrow, Eagle, and Jaguar Knights, bedecked in feathers and jade insignias, who swept the causeway clean and scattered it with flowers as the Captain-General advanced.

The lords supported Moctezuma upon a litter, beneath a rich canopy of green feathers, and when Cortés was close at hand he descended and walked on bare feet to meet him. A number of lords went ahead, sweeping his path, laying cloaks so that his feet would not touch the earth.

Upon seeing the Emperor, Cortés jumped from his horse. When the two came close, each bowed to the other. Moctezuma welcomed Cortés and he, speaking through Doña Marina, who stood at his side proudly holding aloft his personal banner, wished the Emperor good health.

***"He [Cortés] comes  
as a conqueror to  
subdue the city, to  
kill all those who  
seek to defend it, to  
kill you yourself  
should you dare to  
oppose him."***

Cortés then brought out a necklace of colored glass, dipped in musk to give it a pleasant odor, and hung it around the Emperor's neck.

As he did so, Cortés attempted to take hold of him in a hearty Spanish embrace. But the lords who stood around Moctezuma quickly grasped Cortés' arms, for they felt that this was an indignity.

Afterward, Hernán Cortés made another complimentary speech, thanking Moctezuma for being there to greet him, and saying that it rejoiced his heart to meet the great Emperor. Whereupon Moctezuma ordered his nephew, the lord of Texcoco, to accompany Cortés and his captains into the city.

They were escorted to a large house located on the plaza close to the royal palace.

Taking Cortés by the hand, Moctezuma led him to a richly furnished hall where the captain was to stay, gave him a heavy necklace fashioned of golden crabs, and disappeared, suggesting that he rest from his hard journey.

Cortés waited until the Emperor's entourage was out of earshot, then called me over and queried me at length.

"The Emperor seems friendly," he said. "Perhaps a shade too friendly. Is he sincere in his protestations? The Indians are good at this game of deceit."

As are you, I thought.

"What do you make of him?" Cortés asked.

"He's confused," I said.

"I gather this from his messages, which changed from week to week, lately from day to day. If I had waited for him to make up his mind I would still be camped in Cholólan. But now that I am inside the gates, what can we expect? Will he strangle us in the night while we sleep—or gather our men for a festival, then treacherously fall upon them?"

As you did with the men and women of Cholólan, I wanted to say.

"The Emperor has a vast army," I said. "He should be treated with respect."

"I intend to, but I am not here to trade compliments and gifts. Remember this when you talk to him. And do so at once. He seems to put trust in you. Remind him that we come here in the name of God and our King. And do not forget, I have allies, an army of five thousand Texcaltéca camped in the hills. In the meantime, I trust him with all my heart."

## Activity Options

1. **Writing for a Specific Purpose** With a small group of classmates, write a skit about the meeting between Cortés and Moctezuma. Then assign roles and perform your skit for the class.
2. **Making Judgments** Jot down vivid descriptive details that you find in this excerpt. Then draw a sketch to illustrate the meeting between Moctezuma and Cortés.





## Section 1

## HISTORYMAKERS

# Ferdinand Magellan

## *Resolutely Pursuing a Dream*

*"We are about to stand into an ocean where no ship has ever sailed before. May the ocean be always calm and benevolent as it is today. In this hope, I name it the [Pacific Ocean]."—Ferdinand Magellan, addressing his crew before passing through the Straits of Magellan to the Pacific*

Ferdinand Magellan believed that he could head west and sail around the world. He was right, but the voyage took longer than he thought and involved hardships that required him to show great resolve. Ironically, he died not knowing that his dream would be fulfilled.

Magellan was born in 1480 to a local Portuguese official. At the age of 12, Magellan was sent to the Portuguese court, where he learned navigation, mapmaking, and astronomy. In his twenties, he served Portugal as a soldier and sailor. He traveled to the East Indies and fought in Morocco.

Magellan returned to Portugal in 1512 as an experienced captain with an idea. He heard from another sailor that there was a passage south of the Americas that would open to waters west of that land, just a few weeks sailing to the Spice Islands. Magellan tried to convince the king of Portugal to back the trip, but he refused. Frustrated, Magellan took his plan to Charles I, the king of Spain. He approved the plan the same day.

Magellan's five ships and crew of about 230 sailed from Spain on September 20, 1519. From the beginning, the Portuguese commander had difficulty with the Spanish captains of the other boats. In addition, storms rocked the ships during the trip down the east coast of South America. Magellan ordered his fleet into a safe harbor. The Spanish captains urged him to sail to the Indies by way of Africa, and the crew wanted to head back north. Magellan would not budge. The Spanish captains mutinied, but Magellan was able to maintain command. The party then waited seven months for the storms to weaken so that they could resume their journey.

Three days after setting out again, Magellan found a narrow passage. The crew thought the ships would be destroyed, but Magellan ordered them to enter it. Huge waves appeared and separated the vessels into two groups. Two boats were sucked inside the strait and assumed to be lost, while the other two were thrown back into the Atlantic. (The fifth ship had been lost earlier.) When the weather finally cleared, Magellan was able to sail through the entrance. He saw the two

ships presumed lost and had found the passage and the straits now named for him.

While the group explored their discovery, the largest ship, which had the most supplies, deserted the others for Spain. The crew begged Magellan to turn back as well, but he refused. As they left the passage, he named the massive calm body of water that lay in front of them the Pacific.

However, Magellan and his men had no idea about the size of this ocean. They also did not realize that their course led them away from islands that could have provided them with fresh food and water. They sailed for three more months. Starvation and scurvy killed half the remaining crew. On March 4, 1531, they ate the last of the food. Two days later they sighted the island of Guam, and landed on one of the islands of the Philippines.

Magellan tried to convert the people living in the Philippines to Christianity, and a battle followed between those native peoples and the outnumbered Europeans. In the fight, Magellan was killed. One of the crewmen wrote, "And so they slew our mirror, our light, our comfort and our true and only guide."

Though Magellan was dead, the voyage continued. One ship, a skilled navigator, and a half-starved crew of 17 were all that returned to Spain. They arrived on September 8, 1522, almost three years after they had departed. Though Magellan himself did not complete the trip, he had been proven right. It was possible to sail around the world.

## Questions

### **Determining Main Ideas**

1. Give two examples of Magellan's resolve.
2. What problems did the explorers have while crossing the Pacific Ocean?

3. **Making Inferences** Why do you think Magellan had problems with the crews of his ships?

CHAPTER  
20

## HISTORYMAKERS

# Hernando Cortés

## *Ambitious Adventurer*

## Section 1

*"Friends, let us follow the Cross; and under this sign, if we have faith, we shall conquer."—motto displayed on the flag of Cortés*

**H**ernando Cortés was a restless, aggressive man who was eager for adventure, hungry for wealth, and ambitious for power. These drives combined with wily intelligence, great energy, and a chance opportunity enabled him to conquer the Aztec Empire.

Early in life, Cortés showed signs of his desire for excitement and control. In 1504, he left his native Spain to seek opportunities in the New World. He spent the next 14 years on the island of Hispaniola helping Diego Velázquez conquer Cuba.

Velázquez heard stories of a rich land full of gold to the west. In 1519, he gave Cortés the assignment of investigating the area to see if the stories were true. As Cortés prepared his expedition, though, he displayed such arrogance and ambition that Velázquez revoked the order that put Cortés in charge. However, Cortés ignored Velázquez, loaded his ships, and sailed for Mexico.

Upon landing there, Cortés learned that the stories of a gold-rich empire were true. As a result, he moved to establish his authority over the mission as legitimate. He ordered his men to build a town, named a council to lead that town, and then had that council name him captain general and the representative of the king of Spain. With these steps, Cortés tried to secure at least some legal basis for his command.

Cortés also took three additional actions. He made contact with a Native American woman named Malinche. She became a valued adviser because of her ability to speak the Aztec language and to learn Spanish quickly. Next, Cortés sent a sampling of gold gifts that he had received from the Aztecs on a ship back to Spain. With these presents for the king, he hoped to win an official appointment. Finally, he boldly had his men burn the remaining boats. There would be no returning to Cuba.

With the preparations complete, Cortés now set out for the Aztec Empire. Taking advantage of the resentments that other Native American groups held against the Aztecs, he forged several key alliances. These were important, as his small force

of around 600 men was woefully outnumbered by the mighty Aztecs. The Aztec emperor Montezuma II sent several missions bearing gifts, hoping to persuade Cortés to turn back. However, the gifts of gold only convinced the Spaniards to continue.

Cortés, meanwhile, used dogs, horses, guns, and cannons—none of which had ever been seen before in the Americas—to surprise and scare the native peoples. As the Spanish neared the Aztec capital, Cortés learned of an ambush. He quickly struck first, though, and killed thousands of enemy troops. However, a Native American account disputes that version, saying that Cortés carried out a premeditated massacre.

After reaching the Aztec capital of Tenochtitlán, Cortés imprisoned Montezuma and tried to rule through him. Troubles with Velázquez returned, however, and Cortés traveled to the coast to meet a Spanish force that had landed to seize him. Upon meeting this new army, Cortés described the riches of the Aztec Empire and convinced the soldiers to join him. Reinforced, he returned to Tenochtitlán to find a crisis. His second in command had killed many Aztecs and ignited a revolt. The Spaniards were being assaulted by them. Cortés had to withdraw from the city under attack. Within two years, though, he completed the conquest of the Aztecs.

In the meantime, Cortés had won the recognition he had sought from the Spanish crown. He was named governor of New Spain and began to set up the roots of a Spanish colonial government. He would eventually lead more expeditions to Honduras and to Baja California, but none proved as successful or lucrative as his voyage to Mexico.

## Questions

1. **Making Inferences** How worried was Cortés about his actual authority to act in Mexico?
2. **Drawing Conclusions** Do you agree or disagree with Cortés's decision to burn the ships? Explain.
3. **Developing Historical Perspective** Do you think that Cortés was admirable or a villain? Explain.

**CHAPTER**  
**20**  
**Section 4**

**CONNECTIONS ACROSS TIME AND CULTURES**  
*Impact of the Columbian Exchange*

**THEMATIC CONNECTION:**  
**CULTURAL INTERACTION**

*In this chapter you learned about the colonization of the Americas and the global transfer of plants, animals, foods, and diseases. Which aspects of the Columbian Exchange continue to influence modern-day cultures? To find out, complete the activities that follow.*

1. Here is a list of products that people use today. In the space beside each one, explain how it results from the Columbian Exchange. The first is done for you.

|                           |                                                        |
|---------------------------|--------------------------------------------------------|
| Dutch chocolate           | chocolate came from the Americas; Holland is in Europe |
| a. Italian tomato sauce   |                                                        |
| b. Florida oranges        |                                                        |
| c. Colombian coffee       |                                                        |
| d. Irish potatoes         |                                                        |
| e. French vanilla         |                                                        |
| f. woolen Navajo blankets |                                                        |
| g. Texas beef steak       |                                                        |

2. Under early mercantilism, European nations sought to import raw materials from the Americas and ship manufactured goods to their colonies. Has that pattern changed in today's world? Give reasons for your answer. \_\_\_\_\_
3. Diseases from Europe were part of the Columbian Exchange. They devastated the peoples of the Americas. What more recent examples of disease spreading across the globe can you think of? \_\_\_\_\_
4. Think of foods you and your family have eaten recently. Which originally came from the Americas? Which came from Europe, Asia, or Africa? Use the diagram on page 572 to recall where various foods came from. \_\_\_\_\_

**CHAPTER**  
**20****Section 1****RETEACHING ACTIVITY***Spain Builds an  
American Empire***Multiple Choice**

Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. In 1492, Christopher Columbus and his crew landed on an island in the Caribbean Sea that he named</p> <ul style="list-style-type: none"><li>a. the East Indies.</li><li>b. the Bahamas.</li><li>c. San Salvador.</li><li>d. Hispaniola.</li></ul> <p>_____ 2. Lands that are controlled by another nation are called</p> <ul style="list-style-type: none"><li>a. territories.</li><li>b. dependencies.</li><li>c. protectorates.</li><li>d. colonies.</li></ul> <p>_____ 3. After Magellan's death, his crew returned to Spain in 1522 and became the first sailors to</p> <ul style="list-style-type: none"><li>a. sail around the world.</li><li>b. sail around the tip of Africa.</li><li>c. land on North America.</li><li>d. land on South America.</li></ul> <p>_____ 4. The first European settlers in the Americas were the</p> <ul style="list-style-type: none"><li>a. Spanish.</li><li>b. French.</li><li>c. Portuguese.</li><li>d. Dutch.</li></ul> | <p>_____ 5. Cortés and others who sought riches in the Americas were known as</p> <ul style="list-style-type: none"><li>a. tyrants.</li><li>b. conquistadors.</li><li>c. dictators.</li><li>d. emperors.</li></ul> <p>_____ 6. The Spanish explorer who conquered the Inca was</p> <ul style="list-style-type: none"><li>a. Christopher Columbus.</li><li>b. Hernando Cortés.</li><li>c. Francisco Pizarro.</li><li>d. Amerigo Vespucci.</li></ul> <p>_____ 7. The mestizo population in the Americas was a mixture of</p> <ul style="list-style-type: none"><li>a. Native Americans and Portuguese.</li><li>b. French and Spanish.</li><li>c. Spanish and Portuguese.</li><li>d. Spanish and Native Americans.</li></ul> <p>_____ 8. The system of oppression used by the Spanish against the Native Americans was called</p> <ul style="list-style-type: none"><li>a. sharecropping.</li><li>b. slavery.</li><li>c. conquistadors.</li><li>d. <i>encomienda</i>.</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CHAPTER**  
**20****Section 2****RETEACHING ACTIVITY***European Nations  
Settle North America***Summarizing**

Complete the chart below by identifying characteristics of settlements in North America.

| North American Settlements | Characteristics                                                          |
|----------------------------|--------------------------------------------------------------------------|
| New France                 | 1. Explorers involved:<br><br>2. Location:<br><br>3. Important dates:    |
| Jamestown                  | 4. Explorers involved:<br><br>5. Location:<br><br>6. Important dates:    |
| Plymouth Colony            | 7. Explorers involved:<br><br>8. Location:<br><br>9. Important dates:    |
| New Netherland             | 10. Explorers involved:<br><br>11. Location:<br><br>12. Important dates: |



## Section 3

## RETEACHING ACTIVITY

*The Atlantic Slave Trade****Determining Main Ideas***

Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

England  
Portuguese  
Olaudah Equiano  
food  
disease  
art

Middle Passage  
brutal treatment  
sugar  
Stono Rebellion  
music  
Atlantic slave trade

guns  
cultural traditions  
triangular trade  
cotton  
warfare

1. Europeans in the Americas turned to Africans for labor because Native Americans died of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. The first Europeans to explore Africa in the 1400s were the \_\_\_\_\_.
3. The buying and selling of Africans for work in the Americas was called the \_\_\_\_\_.
4. The \_\_\_\_\_ industry in the Portuguese colony of Brazil demanded a high number of laborers, often captured Africans.
5. The leading carrier of enslaved Africans until 1807 was \_\_\_\_\_.
6. The transatlantic trading network that transported enslaved persons was known as \_\_\_\_\_.
7. The voyage of captured Africans to the West Indies and North and South America was called the \_\_\_\_\_.
8. \_\_\_\_\_ was an enslaved person who wrote about the inhumane treatment of captured Africans.
9. The \_\_\_\_\_ was a violent uprising of a group of slaves in South Carolina in 1739.
10. Besides breaking up African families and bringing about the deaths of thousands of Africans in the Americas, the slave trade devastated Africa by introducing \_\_\_\_\_ to the continent.
11. Africans survived a life of slavery in America by relying on their own \_\_\_\_\_.
12. African \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ continue to influence the American continent today.

CHAPTER  
**20**

Section 4

RETEACHING ACTIVITY

*The Columbian Exchange  
and Global Trade*

***Determining Main Ideas***

Write your answers in the blanks provided.

1. The global transfer of foods, plants, and animals during the colonization of the Americas:  
\_\_\_\_\_
2. New plants that came to the Americas from Europe, Asia, and Africa:  
\_\_\_\_\_
3. The two most important food items that were exported from the Americas: \_\_\_\_\_  
\_\_\_\_\_
4. An unwelcome part of the transatlantic trade to the Americas:  
\_\_\_\_\_
5. An economic system based on private ownership and investment of resources for profit:  
\_\_\_\_\_
6. A steady rise in the price of goods: \_\_\_\_\_
7. A business venture that involved a number of people combining their wealth for a common purpose:  
\_\_\_\_\_
8. An economic policy that relied on the belief that a country's power depended mainly on its wealth:  
\_\_\_\_\_
9. A country establishes this by selling more goods than it buys: \_\_\_\_\_
10. The economic revolution in Europe spurred the growth of these two things:  
\_\_\_\_\_



**CHAPTER**  
**21****Section 1****GUIDED READING***Spain's Empire and  
European Absolutism*

**A. Analyzing Causes and Recognizing Effects** As you read about the Spanish Empire, briefly note the causes or effects (depending on which is missing) of each event or situation.

| Causes                                                                            | Effects                                                       |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------|
| 1. The gold and silver coming from its vast empire made Spain incredibly wealthy. |                                                               |
| 2.                                                                                | Spain suffered from severe inflation.                         |
| 3.                                                                                | The Spanish economy declined and at times Spain was bankrupt. |
| 4. Philip raised taxes in the Netherlands and tried to crush Protestantism.       |                                                               |
| 5.                                                                                | The Dutch became wealthy from trade and banking.              |
| 6.                                                                                | European monarchs became increasingly more powerful.          |

**B. Determining Main Ideas** On the back of this paper, explain how **Philip II** was an example of an **absolute monarch**.

**GUIDED READING** *The Reign of Louis XIV***Section 2**

**A. Clarifying** As you read about the French monarchy, write notes to answer the questions.

**Wars between the Huguenots and Catholics create chaos in France.**

|                                                                     |  |
|---------------------------------------------------------------------|--|
| 1. How did Henry of Navarre end the crisis and restore order?       |  |
| 2. How did Cardinal Richelieu strengthen the French monarchy?       |  |
| 3. What effect did the religious wars have on French intellectuals? |  |

**Louis XIV became the most powerful monarch of his time.**

|                                                                                     |  |
|-------------------------------------------------------------------------------------|--|
| 4. What steps did Jean Baptiste Colbert take to turn France into an economic power? |  |
| 5. In what ways did Louis XIV support the arts?                                     |  |
| 6. Why did Louis fail in his attempts to expand the French Empire?                  |  |
| 7. What was the legacy of Louis XIV?                                                |  |

**B. Summarizing** On the back of this paper, define the terms **skepticism** and **intendant**.

CHAPTER  
**21**

Section 3

GUIDED READING

# *Central European Monarchs Clash*

**A. Clarifying** As you read about the absolute monarchs that ruled in Central Europe, fill out the chart by writing notes in the appropriate spaces.

| The Thirty Years' War                                             |  |
|-------------------------------------------------------------------|--|
| 1. Note two causes of the war.                                    |  |
| 2. Note four consequences of the war and the Peace of Westphalia. |  |

| Central Europe                                                               |  |
|------------------------------------------------------------------------------|--|
| 3. Note two differences between the economies of western and central Europe. |  |
| 4. Note two reasons why central European empires were weak.                  |  |

| Prussia and Austria                                                 |  |
|---------------------------------------------------------------------|--|
| 5. Note three steps the Hapsburgs took to become more powerful.     |  |
| 6. Note three steps the Hohenzollerns took to build up their state. |  |

**B. Synthesizing** On the back of this paper, write a brief assessment of **Maria Theresa** and **Frederick the Great** as rulers.

**CHAPTER**  
**21****Section 4****GUIDED READING** *Absolute Rulers of Russia*

**A. Identifying Solutions** As you read this section, complete the chart by explaining how Peter the Great solved each problem he encountered in his efforts to westernize Russia.

| Problems                                                                            | Solutions |
|-------------------------------------------------------------------------------------|-----------|
| 1. Russian people did not believe that change was necessary.                        |           |
| 2. The Russian Orthodox Church was too strong.                                      |           |
| 3. The great landowners had too much power.                                         |           |
| 4. The Russian army was untrained and its tactics and weapons were outdated.        |           |
| 5. Russian society had to change to compete with the modern states of Europe.       |           |
| 6. To promote education and growth, Russia needed a seaport for travel to the West. |           |
| 7. The port needed to be built.                                                     |           |
| 8. The new city needed to be settled.                                               |           |

**B. Drawing Conclusions** On the back of this paper, write a paragraph to identify Ivan IV and explain why he is called **Ivan the Terrible**.

**CHAPTER**  
**21****Section 5****GUIDED READING***Parliament Limits the English Monarchy*

**A. Summarizing** As you read this section, take notes to fill in the diagram describing relations between Parliament and each English ruler listed.

1. King James I  
(1603–1625)



2. Charles I  
(1625–1649)



3. Oliver Cromwell  
(1649–1658)



4. Charles II  
(1660–1685)



5. James II  
(1685–1688)



6. William and Mary  
(1689–1702)

**B. Clarifying** On the back of this paper define or identify each term below.

**Restoration****habeas corpus****Glorious Revolution****cabinet****constitutional monarch**

**BUILDING VOCABULARY** *Absolute Monarchs in Europe*

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The Catholic king of Spain who launched the Spanish Armada in an attempt to punish Protestants in England was (a) Louis XIV (b) Philip II (c) Charles I.
2. The idea that nothing can ever be known for certain is called (a) skepticism (b) *habeas corpus* (c) westernization.
3. The real ruler of France during the reign of Louis XIII was (a) Jean Baptiste Colbert (b) Maria Teresa (c) Cardinal Richelieu.
4. The most powerful ruler in French history was (a) Frederick the Great (b) Louis XIV (c) Peter the Great.
5. The czar who promoted the westernization of Russia was (a) Ivan the Terrible (b) Frederick the Great (c) Peter the Great.
6. The conflict over religion, territory, and power among Europe's ruling families that resulted in the modern state system was the (a) War of the Spanish Succession (b) Thirty Years' War (c) Seven Years' War.

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_\_ 1. Maria Teresa was the ruler of France and Frederick the Great was the ruler of Austria during the Seven Years' War, in which the great European powers fought one another on three continents.

\_\_\_\_\_

- \_\_\_\_\_ 2. In the English Civil War, Charles I of England was defeated by a Puritan general named Oliver Cromwell.

\_\_\_\_\_

- \_\_\_\_\_ 3. The rule of Charles II in England is known as the Glorious Revolution because the monarchy was brought back.

\_\_\_\_\_

**C. Writing** Write a paragraph explaining how England's form of government changed after 1688 using the following terms.

absolute monarch      divine right      constitutional monarchy

**CHAPTER**  
**21****Section 4****SKILLBUILDER PRACTICE** *Evaluating Decisions*

*Historians evaluate decisions made in the past on the basis of short- and long-term consequences as well as moral implications. As you have read, Peter the Great was determined to westernize Russia and the Russian people. The passage below describes the first decision Peter made upon his arrival home from Europe. Evaluate this decision by answering the questions that follow. (See Skillbuilder Handbook)*

Surprisingly enough, the first thing Peter reformed when he returned to the Kremlin was not the army or industries but beards. To Peter, the Russian custom of wearing beards symbolized everything that was backward about his country. When his nobles fell on their knees to welcome him home, the czar raised them up, took out a long European razor, and commanded them to hold still while he shaved off their beards. The boyars were horrified. Russian men of the time treasured their beards as symbols of manhood and Christianity. The tradition of the Orthodox Church held that God had a beard and as man was made in God's image, he too must be bearded. Yet Peter decreed that all Russian nobles must shave off their beards. To make sure his decree was obeyed, he posted barbers at Moscow's gates. Noblemen who wished

to keep their beards had to pay a beard tax every year and hang a metal tag from their necks to prove that they had indeed paid it. Without this tag, a man's beard could be clipped on sight.

Peter also issued an edict commanding that all boyars and members of the gentry class adopt western-style clothing. The manufacturing of traditional Russian dress, most commonly long cloaks with flowing sleeves, was made illegal. These edicts, although not of great significance, were regarded by many Russians as an attack on personal freedoms and valued traditions. Foreign ways were being forced on the Russian people against their will. This attack on traditional Russian garb began a debate in Russia—one that continues today—about whether to westernize Russia or to focus instead on traditional culture.

1. What were some short-term effects of Peter's decision to modernize the appearance of Russian men? \_\_\_\_\_  
\_\_\_\_\_
2. What were some long-term effects of that decision? \_\_\_\_\_  
\_\_\_\_\_
3. One historian describes Peter's decision as "an action full of symbolism." In what way was Peter's decision symbolic? \_\_\_\_\_  
\_\_\_\_\_
4. How would you evaluate Peter's decision? Was the decision a good one or not? Explain why you think as you do. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# CHAPTER 21

## GEOGRAPHY APPLICATION: LOCATION

# Old Empires and New Powers

### Section 3

*Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.*

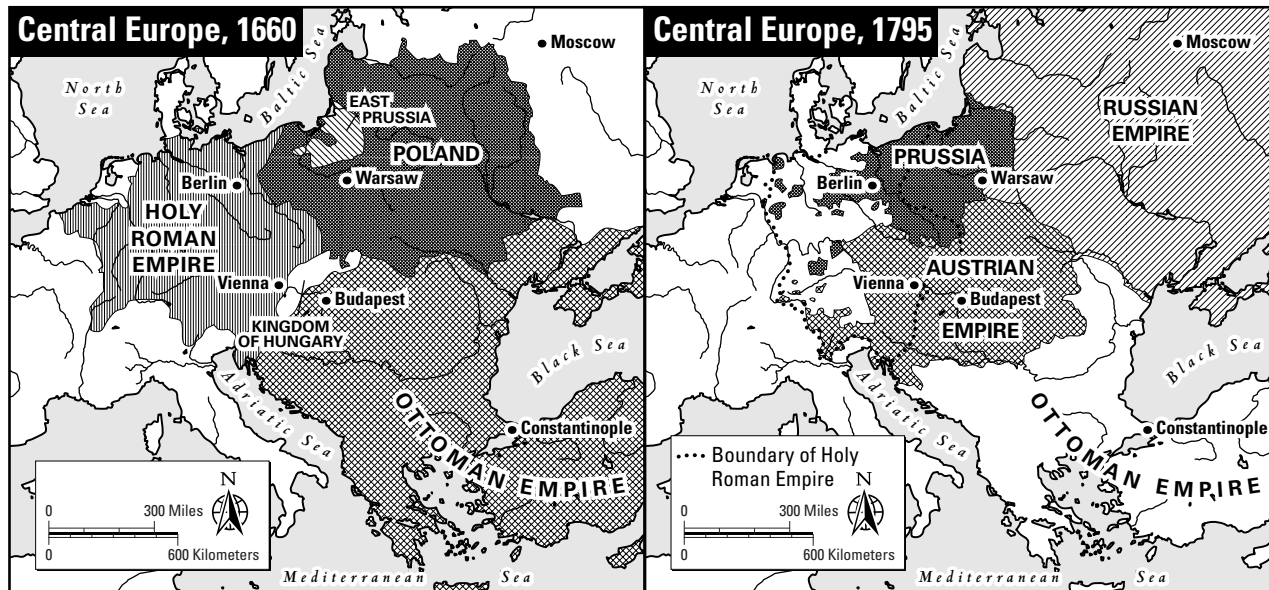
A period of political transition in central and eastern Europe followed the end of the Thirty Years' War, in 1648. The declining powers of Poland, the Holy Roman Empire, and the Ottoman Empire faced not only a deterioration of their influence, but outright extinction from Europe. Prussia, the Russian Empire, and the Austrian Empire emerged as powerful forces on the European continent.

The three declining powers shared many characteristics. In all of them, central power became weak. They lacked efficient systems of government and administration. In addition, the people in the these empires were difficult to govern because they consisted of many nationalities and spoke a variety of languages. Finally, none of the empires formed their people into a strong organization. As a result, the Polish Republic ceased to exist in 1795, while the Holy Roman Empire disappeared in 1806.

However, the Ottoman Empire, though crumbling and weak, managed to maintain itself until 1922.

The 17th century saw the emergence of a new kind of national state. These new states were built on a strong monarch, a standing army, and a professional civil service and administration. These new powers sought to fill the "political vacuum" created in central Europe by the declining empires. Leaderless populations could easily be shifted inside the political boundaries by the monarchs of newer national states. As a result, these new powers led by the Hohenzollerns of Prussia, the Romanovs of Russia, and the Hapsburgs of Austria formed or expanded their states in the void created by the "soft" rule of these aging empires.

These three new empires, in turn, would influence the course of European history for the next 200 years.



## Interpreting Text and Visuals

1. What new power swallows the Kingdom of Hungary? \_\_\_\_\_  
\_\_\_\_\_
2. What empires are shown on both maps? Which increase? Which decrease? \_\_\_\_\_  
\_\_\_\_\_
3. By 1795, the lands of Poland were divided up by what other empires? \_\_\_\_\_  
\_\_\_\_\_
4. Examine again the location of the Ottoman Empire. Why do you think it was able to last the longest out of the three aging powers? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How many miles separate Moscow and the Russian border in 1660? 1795? \_\_\_\_\_  
\_\_\_\_\_
6. What problems caused the decline of Poland, the Holy Roman Empire, and the Ottoman Empire? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Describe the characteristics that enabled Russia, Austria, and Prussia to rise to power. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**21**  
Section 2

## PRIMARY SOURCE Louis XIV's Advice to His Son

*When he was in his twenties, Louis XIV began writing down his thoughts about being a ruler. His *Mémoires for the Instruction of the Dauphin* illuminated how he became the strongest king of his time. In this excerpt from his book, Louis XIV shares his recipe for absolute rule with his son. What steps did he take to consolidate his power after the death of Mazarin?*

I commanded the four secretaries of state not to sign anything at all any longer without discussing it with me, the superintendant likewise, and for nothing to be transacted at the finances without being registered in a little book that was to remain with me, where I could always see at a glance, briefly summarized, the current balance and the expenditures made or pending.

The Chancellor received a similar order, that is, not to seal anything without my command, except for letters of justice. . . .

I announced that all requests for graces of any type had to be made directly to me, and I granted to all my subjects without distinction the privilege of appealing to me at any time, in person or by petitions. The petitions were initially very numerous, which did not discourage me, however. The disorder into which my affairs had fallen produced many of them, the idle or unjustified hopes which were raised by this novelty hardly stimulated a lesser number. . . . But even in these apparently useless things I discovered much that was useful. I learned thereby many details about the condition of my people. They saw that I was concerned about them, and nothing did so much to win me their hearts. . . .

As to the persons who were to support me in my work, I resolved above all not to have a prime minister, and if you and all your successors take my advice, my son, the name will forever be abolished in France, there being nothing more shameful than to see on the one hand all the functions and on the other the mere title of king.

For this purpose, it was absolutely necessary to divide my confidence and the execution of my orders without entirely entrusting it to anyone, assigning these various persons to various functions in keeping with their various talents, which is perhaps the first and foremost talent of princes.

In order to concentrate the entire authority of a master more fully in myself—even though there

are all sorts of details into which our occupations and our very dignity do not usually permit us to go, I resolved to enter into these with each of the ministers whom I would choose, and when he would least expect it, so that he would realize that I might do the same on other subjects and at any time. . . .

It is not so easy for me to tell you, my son, how to go about the choice of the various ministers. Fortune always plays, in spite of us, at least as much of a part in it as wisdom; and in the part that wisdom plays, intelligence can do far more than counsel. Neither of us, my son, is going to seek for these sorts of positions those whom distance and obscurity remove from our view, whatever qualifications they may have. It is necessary to decide from a small number which chance presents to us, that is, those already in office or whom birth and inclination have attached to our personal service.

And as for this art of knowing men, which will be so important to you not merely on this but also on every other occasion of your life, I shall tell you, my son, that it can be learned but that it can not be taught.

from Paul Sonnino, trans., *Louis XIV: Mémoires for the Instruction of the Dauphin* (New York: The Free Press, 1970), 30–32.

### Activity Options

1. **Recognizing Point of View** With a partner, role-play a conversation between Louis XIV and his son in which the king advises how to rule absolutely.
2. **Writing for a Specific Purpose** List the steps that Louis XIV took to consolidate his power as king of France after the death of Cardinal Mazarin. Then share your list with classmates and compare Louis XIV's approach to governing with that of his father, Louis XIII.

Excerpt from *Louis XIV King of France and of Navarre: Memoires For The Instruction of the Dauphin*, translated and notes by Paul Sonnino. Copyright © 1970 by The Free Press. Used with the permission of The Free Press, a Division of Simon & Schuster, Inc.

CHAPTER  
**21**

Section 4

## PRIMARY SOURCE Peter the Great's Reforms

*Czar Peter I of Russia, known as Peter the Great, visited western Europe in 1697 to learn more about European customs and industry. Inspired by his trip, he sought to westernize Russia in order to strengthen Russia's position in the modern world. How did the following decrees change daily life in Russia?*

### A Decree on a New Calendar

The Great Sovereign has ordered it declared: the Great Sovereign knows that many European Christian countries as well as Slavic peoples are in complete accord with our Eastern Orthodox Church . . . —all these peoples number their years from eight days after the birth of Christ, this is from January 1, and not from the creation of the world. There is a great difference in those two calendars. This year is 1699 since the birth of Christ, and on January 1 it will be 1700 as well as a new century. To celebrate this happy and opportune occasion, the Great Sovereign has ordered that henceforth all government administrative departments and fortresses in all their official business use the new calendar beginning January 1, 1700. To commemorate this happy beginning and the new century in the capital city of Moscow, after a solemn prayer in churches and private dwellings, all major streets, homes of important people, and homes of distinguished religious and civil servants should be decorated with trees, pine, and fir branches similar to the decoration of the Merchant Palace or the Pharmacy Building—or as best as one knows how to decorate his place and gates. Poor people should put up at least one tree, or a branch on their gates or on their apartment [doors]. These decorations are to remain from January 1 to January 7, 1700. As a sign of happiness on January 1, friends should greet each other and the New Year and the new century as follows: when the Red Square will be lighted and shooting will begin—followed by that at the homes of boyars, courtiers, and important officials of the tsar, military and merchant classes—everyone who has a musket or any other fire arm should either salute thrice or shoot several rockets or as many as he has. . . .

### Decrees on Compulsory Education of the Russian Nobility

Send to every gubernia [region] some persons from mathematical schools to teach the children of the nobility—except those of freeholders and gov-

ernment clerks—mathematics and geometry; as a penalty [for evasion] establish a rule that no one will be allowed to marry unless he learns these [subjects]. Inform all prelates to issue no marriage certificates to those who are ordered to go to schools. . . .

The Great Sovereign has decreed: in all gubernias children between the ages of ten and fifteen of the nobility, of government clerks, and of lesser officials, except those of freeholders, must be taught mathematics and some geometry. Toward that end, students should be sent from mathematical schools [as teachers], several into each gubernia, to prelates and to renowned monasteries to establish schools. During their instruction these teachers should be given food and financial remuneration . . . from gubernia revenues set aside for that purpose by personal orders of His Imperial Majesty. No fees should be collected from students. When they have mastered the material, they should then be given certificates written in their own handwriting. When the students are released they ought to pay one ruble each for their training. Without these certificates they should not be allowed to marry nor receive marriage certificates.

*from Basil Dmytryshyn, Imperial Russia: A Sourcebook, 1700–1917 (New York: Holt, Rinehart and Winston, Inc., 1967), 14–22. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins Publishers, 1988), 32–34.*

## Discussion Questions

### Clarifying

1. When did the new Russian calendar go into effect and how did Russia celebrate?
2. What penalty did children of Russian nobles face if they did not learn mathematics?
3. **Drawing Conclusions** What advantages do you think Russia gained by these reforms? What disadvantages, if any, do you see?

CHAPTER  
**21**

Section 5

**PRIMARY SOURCE** *from the* **English Bill of Rights**

*After the Glorious Revolution in 1688 in which James II was overthrown, England's absolute monarchy became a constitutional monarchy where laws limited royal power. In 1689, Parliament drafted a Bill of Rights, stating the rights of Parliament and of individuals. As you read a portion of the English Bill of Rights, think about what England's monarchs could not do.*

***The English Bill of Rights, 1689***

Whereas the said late King James II having abdicated the government, and the throne being thereby vacant, his Highness the prince of Orange (whom it hath pleased Almighty God to make the glorious instrument of delivering this kingdom from popery and arbitrary power) did (by the advice of the lords spiritual and temporal, and diverse principal persons of the Commons) caused letters to be written to the lords spiritual and temporal, being Protestants . . . to meet and sit at Westminster upon the two and twentieth day of January, in this year 1689, in order to such an establishment as that their religion, laws, and liberties might not again be in danger of being subverted; upon which letters elections have been accordingly made.

And thereupon the said lords spiritual and temporal and Commons, pursuant to their respective letters and elections, being now assembled in a full and free representation of this nation, taking into their most serious consideration the best means for attaining the ends aforesaid, do in the first place (as their ancestors in like case have usually done), for the vindication and assertion of their ancient rights and liberties, declare:

1. That the pretended power of suspending laws, or the execution of laws, by regal authority, without consent of parliament is illegal.
2. That the pretended power of dispensing with the laws, or the execution of law by regal authority, as it hath been assumed and exercised of late, is illegal.
3. That the commission for erecting the late court of commissioners for ecclesiastical [religious] causes, and all other commissions and courts of like nature, are illegal and pernicious [destructive].
4. That levying money for or to the use of the crown by pretense of prerogative, without grant

- of parliament, for longer time or in other manner than the same is or shall be granted, is illegal.
5. That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal.
  6. That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of parliament, is against law.
  7. That the subjects which are Protestants may have arms for their defense suitable to their conditions, and as allowed by law.
  8. That election of members of parliament ought to be free.
  9. That the freedom of speech, and debates or proceedings in parliament, ought not to be impeached or questioned in any court or place out of parliament.
  10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. . . .
  13. And that for redress of all grievance and for the amending, strengthening, and preserving of the laws, parliament ought to be held frequently. And they do claim, demand, and insist upon all and singular the premises, as their undoubted rights and liberties. . . .

*from E. P. Cheyney, Readings in English History (New York: Ginn and Company, 1922), 545–547. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins Publishers, 1988), 13–14.*

**Research Option**

**Comparing and Contrasting** Read the United States Constitution's Bill of Rights. Then make a Venn diagram in which you compare and contrast the American Bill of Rights and the English Bill of Rights. Share your diagram with a small group of classmates.



**CHAPTER**  
**21****Section 2****LITERATURE SELECTION** *from The Cat and the King*  
by Louis Auchincloss

*The Cat and the King is a work of historical fiction about Louis XIV. The novel's narrator—Louis de Rouvroy, the second duc de Saint-Simon—is based on a real-life French noble who observed life at the court of Louis XIV and recorded in his memoirs all that he saw and felt about the reign of the Sun King. The following excerpt, which is drawn from an incident that actually happened, takes place shortly after Saint-Simon has married Gabrielle. What impressions of Louis XIV and life at Versailles does this passage convey?*

Gabrielle's first substantial contribution to my career at court was in the affair of the alms bag. It was the custom after mass for the young duchesse de Bourgogne, the king's grand-daughter-in-law, who, as we had lost both queen and dauphine, was the first lady of France, to ask a duchess to pass a velvet purse for contributions to the church. The "Lorrainers," members of the House of Guise, who should have ranked with us as peers, were always claiming a higher position as "foreign princes," based on silly titles bestowed on them by the Holy Roman Emperor because of scraps of land held along the border. I now learned the latest outrage: that their ladies were claiming exemption from the almsbag duty. There was nothing for me to do but organize the dukes to make a similar claim.

"But who will pass the alms bag?" Gabrielle asked me.

"How should I know? Perhaps some simple gentlewoman."

"But if the duchess asks me?"

"If she asks you, of course, you must. But she can't ask you if you're not there. What I'm saying is that the duchesses should abstain from mass."

"Won't it anger the king?"

"I can't help that, my dear. It's the Lorrainers he should be mad at. They've been an infernal nuisance ever since the days of the League. Why a monarch who's so sensitive to treason should put up with them, I can't conceive."

Gabrielle, I had to admit, was correct about the king's reaction. After the first day, when half the duchesses at court absented themselves from mass, the duc de Beauvillier sent for me, and Gabrielle and I went at once to his apartment in the north wing. The duke, who, as I have indicated, was the only peer in the king's council, was an old friend of my parents and had been my guide and mentor

ever since I first came to court. I admired him without reserve and had even once offered to marry any one of his eight daughters. Fortunately for me and Gabrielle, the oldest had wished to take holy orders, the second had been a cripple and the rest too young.

"I think you ought to know," Beauvillier told me, "that the king spoke of you this morning at the end of the council. He said that ever since you had resigned your commission, you have been obsessed with petty questions of rank and precedence."

"Oh, he remembered about my commission?" I had left the army, two years before, to devote myself to the court.

"The king remembers everything."

"Then I wish he would remember the countless disloyalties of the Lorrainers!"

"If he doesn't appear to, you can be sure he has a reason. In any case, he wishes me to convey to you his desire that the duchesse de Saint-Simon should pass the alms bag on Monday."

I hesitated. "Is that an order, sir?"

"Is the king's desire not always an order?"

"Very well. But surely I need not be present. He will not require me to assist at my own humiliation?"

"That is up to you."

"Ah, but, my dear, may I make a suggestion?"

I turned to Gabrielle in mild surprise. It was not like her to intervene in my conversation with an older person. "Certainly."

"Request an audience with the king! Tell him you raised the issue of the alms bag only because you thought it was one in which he was not concerned. But now that you know he wants me to carry the bag, you are not only proud but honored!"

I looked into her anxious eyes with even greater surprise. Then I turned to the old duke.

"Do it, Saint-Simon!" he exclaimed with a laugh. "And be thankful for a smart little wife."

"And then ask the king for an apartment in the palace!" Gabrielle hurriedly added.

"Speak to him at his dinner," Beauvillier advised me. "Request an audience for tomorrow. I'll put in a word for you at the coucher [bed time]." He glanced at his watch. "It's almost one now. Hurry up if you want a spot near his table!"

The king liked to sup with members of his family, but he was inclined to dine alone, that is, alone at table. There was always a group of courtiers standing by the small table at which he was served, silently regarding him. He ate, as he did everything else, with remarkable solemnity, dignity and grace. He would rise a chicken bone to his lips, take an incisive, effective bite and then chew slowly, his dark, glazed eyes focused in an opaque stare. When he turned his head to survey the room or the watching crowd, this stare might be softened to encompass not an acknowledgment, certainly not a greeting, but simply a recognition. Somehow you always knew that he knew you. And he not only knew who was present; he knew who was not.

There was something hypnotic about the effect of one man exercising a natural function while his audience remained motionless. It was like watching a priest take communion. The huge, high-piled black perruque [wig] moved rhythmically with the royal mastications; the high, arched brows twitched; the great aquiline nose snorted after the thick lips had sipped wine. His most ordinary acts were majestic. . . .

It was permissible for those standing closest to the table to address the king when he was not actually swallowing or masticating. Waiting until his gaze took me in, I stepped forward and bowed.

"May I be permitted a word, sire, on the question of the alms bag?"

The dark eyes emitted a faint glitter. "There is no question, sir. The matter has been regulated."

"But, sire, I humbly suggest there has been a misapprehension of my attitude. I wish only to make explicit my utter loyalty and devotion."

"Very well, then. When you wish."

He turned to his goblet, and I stepped quickly back. So far, so good. After dinner Beauvillier told me exactly what to do next. I should stand in the front row of the courtiers waiting outside the council chamber the following morning and step immediately forward when the king came out. He would then appoint a time for an audience, perhaps immediately. It was all simple enough, but nonetheless I hardly closed my eyes that night, and Gabrielle made me drink two glasses of wine with breakfast.

At noon, outside the council chamber, I did as I had been told. The king paused to give me one of his glacial stares, a mixture of surprise and faint irritation. Then he must have recollected what Beauvillier had told him at the coucher, for, beckoning me to follow him, he stepped into the embrasure [opening in a thick wall] of a window, where he folded his arms and waited for me to speak.

I began with what I had intended to be the very briefest summary of the alms-bag controversy, but he interrupted me testily.

"I have no time, sir, for such nit-picking. You spend your life fussing over imagined slights. You had far better have stayed in the army, where you were of some use."

I saw at once that the situation was desperate. I even dared now to raise my voice.

"I had no intention, sire, of bringing up the issue of ducal rights. I only wish to tell you that, as a duke, my sole aim is to be of service to you. Had the duchesse de Saint-Simon and I known in the beginning that it was your desire that she should pass the alms bag, she would have passed it joyfully, and with my total blessing, among the humblest in the land, in the most fetid of hospitals, in the darkest of dungeons!"

The king's countenance at last relaxed. "Now that's talking," he said in a milder tone.

I went on, carried away by my excitement, to declaim on my loyalty and that of my ancestors; to tell him that we were second to none in our zeal for the royal service. The king let me continue in this way for what must have been several minutes before interrupting me at last by raising his hand.

***The huge, high-piled black perruque [wig] moved rhythmically with the royal mastications; the high, arched brows twitched; the great aquiline nose snorted after the thick lips had sipped wine.***



And then, to my astonishment, it was to answer me in a tone that was almost benign!

At first, I hardly took in what he was saying. His effect on me was hypnotic. I kept my gaze so firmly fixed upon his lips, not presuming to look him in the eye, that soon I began to feel a bit dizzy. His opening and closing orifice conjured up in my fantasy the mouth of a cave in the middle of a desert of infinite range and emptiness. It was as if no life could be contained in the parching dryness; that only in the darkness behind that agitated adit [entrance to a mine] could there exist sustenance and support. But how could one make the passage past those teeth with any hope of safety? I was hearing the king, a voice kept saying to me! I was actually hearing the king!

And then the purport of his words began again to come through to me. His tone was almost avuncular [like an uncle].

"I had not thought, sir, that you had a proper excuse for quitting the army. However, if you truly wish to be of service here at court, there will always be occasion. But let me give a piece of advice. You must watch that tongue of yours! It is too inclined to be free. If you take care of that, I shall take care of you. I do not forget that my father loved yours."

This reference to my beloved progenitor completely undid me. The tears, I am not ashamed to admit, started to my eyes, and I proceeded to pour forth my gratitude. I do not recall everything I said, but I know that I must have expressed with passion my desire to serve him in all matters. I ended by begging to be considered for any rooms in the château that might be available so that I should have more ample opportunity to pay my court. The reader, in another era, may smile, but he will not be able to imagine the effect of Louis XIV on his subjects when he chose to be gracious.

He spoke again. "I shall keep your request in mind." That measured tone always convinced the petitioner that his plea had been securely filed. "One never knows when a vacancy may occur."

And then, with that brief though definite, courteous though irrevocable nod, he moved on to the great gallery. I could feel in the very air of the chamber around me the soaring of my reputation.

Gabrielle met me in the antechamber with the round window known as the Oeil de Boeuf and took in at a glance the success of my audience. When she heard about the apartment, she clapped her hands.

"That means we're sure to get one!"

Indeed, she was right, for we were granted an apartment of three tiny rooms the very next day. They were hardly comfortable, yet they were more coveted than the greatest mansion. For only by living in Versailles could one fully appreciate the delights of the court. The palace at night had its peculiar pleasures and opportunities. The public was evicted, and the royal family retired behind closed doors, guarded by sleepy Swiss sentries. Something almost like informality prevailed.

It was a time for small, intimate suppers or conversations, for passionate post mortems of the day's events: who was in, who out, who had said what to Madame de Maintenon [Louis XIV's wife], who had been alone with the king. It was a time to call on the ministers and perhaps catch them, relaxed, in indiscretions. Oh, yes, an apartment was a great boon, and I was properly grateful to my wife.

"Now you've got everything you need!" she exclaimed proudly when we at last surveyed our redecorated reception chamber. I had even hung my father's portrait of the beloved Louis XIII over the little marble mantel.

"Need for what?"

"For whatever you want."

"And what do I want?"

"Ah, my dear, *you* must provide the answer to that!"

## Discussion Questions

### Clarifying

1. Who was involved in the so-called affair of the alms bag?
2. What was the outcome of Saint-Simon's audience with Louis XIV?
3. **Making Inferences** Based on your reading of this excerpt, how would you characterize the king's relationship with nobles such as Saint-Simon?

CHAPTER  
**21**

## HISTORYMAKERS

# Maria Theresa

## *Dutiful Defender of Austria*

## Section 3

*"... She could fight like a tiger and was at war for a large part of her reign; but she never fought [to gain land but] always ... to preserve her inheritance. ... She was not a zealously reforming queen. Her reforms were radical and far-reaching, but she reformed, as she fought, because she saw what had to be done. ..."—Historian Edward Crankshaw on Maria Theresa*

The 18th century was a time in which kings wrote the history of Europe. However, Maria Theresa of Austria emerged as a strong and powerful queen. She bravely defended Austria during a Prussian invasion and launched a series of domestic improvements that helped her people.

With no male heir, King Charles VI of Austria feared that other powers in Europe would try to seize his kingdom after his death. As a result, he convinced these European monarchs to accept Maria Theresa, his eldest daughter, as the next ruler of Austria. In 1740, Charles died, and the 23-year-old queen inherited a troubled country. Her people were uneasy. They thought that her husband would rule the nation, and they did not trust him. In addition, poor weather had produced bad harvests, and there was widespread hunger.

Maria Theresa learned about these worries by sending one of her ladies-in-waiting in disguise into Vienna to hear what her subjects were saying. For example, the people resented the fact that wild animals roamed the forests owned by the monarchy, eating food that they could eat. She won their approval by ordering the animals killed.

Just months after Maria Theresa became queen, Frederick II of Prussia moved his army into Silesia, Austria's richest region. Later in life, she wrote that she faced this situation "... without money, without credit, without an army, without experience and knowledge, even without counsel." Her father's old advisers gave her simple advice: give up Silesia.

The young queen proved to be made of sterner stuff. In June 1741, Maria Theresa received another of her titles, becoming the queen of Hungary. She then asked the Hungarian people for troops in her conflict with Prussia. "The very existence of the kingdom of Hungary, of our person, of our children, and our crown, are now at stake. ..." she said. The war with Prussia dragged on for many years, and in the end Austria was forced to give up Silesia. Her stand had made a mark, however. All of

Europe now saw her diplomatic skill and her resolve to maintain her kingdom.

In 1756, the Seven Years' War began. This was Austria's attempt to win back Silesia. Maria Theresa had felt abandoned by Britain, an old ally of Austria, in that first war. She now formed a new alliance with Britain's longtime enemy, France. Britain, though, joined Prussia, and they won the war. However, Austria did not suffer additional loss of land.

For most of Maria Theresa's rule, she focused on improving conditions in her realm. She reformed the government, cutting the power of local authority and giving the Crown more control. She formed new schools to train people to serve in her government. She also won the right to set taxes for ten years at a time—in the past, local government bodies had set new levels of taxation each year. Now, she could count on a steady supply of money. Furthermore, the queen recognized that the peasants paid the major share of taxes in her kingdom. As a result, she issued laws that made that system fairer and limited the power of large landowners.

The queen also made the army larger and better trained. In addition, she issued an order to set up a public school system in Austrian lands. Finally, she brought people to settle rural areas where no one lived, which resulted in increased farmland.

Maria Theresa made these changes to strengthen her position, but they also benefited her people. Crankshaw summarizes her rule: "She had held her society together, encouraged its individual talents, and left it better than it was before."

## Questions

1. **Determining Main Ideas** What would you say was the main idea of this biography?
2. **Making Inferences** How would you describe Maria Theresa's character?
3. **Drawing Conclusions** Would you say that Maria Theresa was a good queen? Explain.

**CHAPTER**  
**21****HISTORYMAKERS****William of Orange**  
*Protestant Champion***Section 5**

*"The Liberties of England and the Protestant Religion"—motto on the banners of William of Orange when he landed in England (1688)*

William of Orange belonged to the royal families of two of the main Protestant powers in 17th century Europe—the Netherlands and England. As a result, he devoted himself to preventing the growth of Catholic France. It was to further that goal that he gladly accepted the offer to become king of England in 1688.

William was born to the house of Orange, a family that had helped the Netherlands win independence in the 1500s. In 1672, France and England invaded this country and William, though only 22 years old, was put in command of its army. The Dutch military had long been neglected, and parts of the country were quickly overrun. In desperation, William ordered the destruction of the dikes, devices that prevented the sea from flowing onto land. By flooding parts of his country, he prevented the advance of the enemy armies.

William then boldly refused a peace offer from England and France. Determined to continue the fight, William worked on two fronts. He strengthened the army while using diplomatic skill to find allies. He won some victories and within a few years forced the French to retreat.

During this time, William married his cousin, Mary. Both were grandchildren of King Charles I of England, and both had a claim to the English throne.

Throughout the early 1680s, William continued his efforts to limit French power. He wanted to ensure the survival of the Netherlands and prevent French religious influence. France was a Catholic nation, and William was the leading Protestant power in Europe. He had hoped to forge an alliance between the Netherlands and England, but the English never agreed to one.

In 1685, James, Mary's father and a Catholic, became king of England. That change brought William new opportunities. English Protestants feared that James would make the country Catholic again. They thought they could use William as a way to stop James. Some hoped that James would remain childless and that William and Mary would produce a son. Their child could be named to follow James on the throne to ensure that England

would remain Protestant. Others talked about naming William as a regent to control James. William, who was still seeking an alliance against France, listened to their plans.

In 1688, however, James and his wife had a son, a Catholic heir. A group of Protestant leaders then invited William to come to England and become king immediately. Skillfully avoiding James's strong navy, William crossed the English Channel. He landed with an army of 15,000, declared that a new Parliament should be elected, and easily marched to London. James fled for Europe.

Even then, William and Mary's status was uncertain. Some said that Mary should rule and that William, who was foreign born, should not have any real power. Nevertheless, Mary insisted that they rule together, and they were crowned king and queen. However, Mary died only a few years later.

William ruled both England and the Netherlands until 1702. He spent much of these years leading armies. First, he had to end revolts in Scotland and Ireland. Later, he fought on the continent, continuing his long struggle against France. He had a new cause for war now because Louis XIV of France was trying to put James back on the English throne. In early 1702, William urged Parliament to form an alliance with the Netherlands against France. While the bill was being debated, William died. Nevertheless, Parliament approved his plan and declared war on France. Parliament added that for the war to end, France must recognize the Protestant succession in England.

**Questions**

1. **Drawing Conclusions** Which of the ideas on William's banner do you think was more important to him? Why?
2. **Analyzing Causes and Recognizing Effects** Why did the English turn to William in the struggle with James?
3. **Synthesizing** What does *succession* mean and why was it important in England in this period?



CHAPTER  
21

Section 4

CONNECTIONS ACROSS TIME AND CULTURES

## *The Absolute Power of Rulers*

THEMATIC CONNECTION:

POWER AND AUTHORITY

*The theory of absolutism was not new to 16th century Europe. As far back as ancient river valley civilizations, kings had exerted complete control over their peoples' lives. How were European absolute monarchs similar to earlier ones? To find out, answer the questions that follow.*

1. In Mesopotamia, kings were representatives of the gods. In Egypt, kings were gods. In ancient China, Zhou leaders introduced a concept of authority known as the **Mandate of Heaven**. According to this, a just ruler received his authority to rule from heaven; a king who was wicked or foolish lost the mandate and the right to rule. How did monarchs in Europe justify their right to rule? \_\_\_\_\_  
\_\_\_\_\_
2. Absolute monarchs solidified their power in different ways. In Persia, King Darius appointed local governors called satraps to rule each province and then sent out inspectors throughout the kingdom to check on their loyalty. How did European rulers centralize power and control the nobility? \_\_\_\_\_  
\_\_\_\_\_
3. Roman and Byzantine emperors controlled not just the state but the Church as well. How would you characterize relations between absolute monarchs in Europe and the Church? \_\_\_\_\_  
\_\_\_\_\_
4. From the beginning of civilization, rulers have embarked on massive public works projects, often at the expense of human freedoms. Frequently, peasants had no choice but to work or die. How did European monarchs view human resources within their empires? \_\_\_\_\_  
\_\_\_\_\_
5. In addition to building grand palaces, in what other ways did absolute rulers use the vast wealth they accumulated? \_\_\_\_\_  
\_\_\_\_\_
6. What are some social, political, and economic conditions in a nation or empire that may lead to absolutism? \_\_\_\_\_  
\_\_\_\_\_

  
Section 1

## RETEACHING ACTIVITY

*Spain's Empire and  
European Absolutism*

**Making Inferences** Below are some general statements about Philip II's rule in Spain. Read each statement. Then supply details from the section to support it.

1. Charles V, the Hapsburg king, was the first ruler after Charlemagne to control so much territory and hold so much power.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Philip II was an aggressive ruler for the Spanish empire.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Philip believed it was his duty to defend the Catholicism of the Spanish empire against the Muslims of the Ottoman Empire and the Protestants of Europe.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. Spain experienced a golden age in the arts during the 16th and 17th centuries.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. The materialism of the age brought Spain economic problems.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. Spain's guilds played a role in its economic problems.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
7. The Dutch part of the Spanish empire experienced prosperity while Spain struggled.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

CHAPTER  
**21**

Section 2

RETEACHING ACTIVITY

*The Reign of Louis XIV*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                                                       |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| _____ 1. First king of the Bourbon dynasty in France                                                                                                                  | A. Louis XIV                     |
| _____ 2. Declaration of religious toleration that allowed Huguenots to live in peace in France                                                                        | B. skepticism                    |
| _____ 3. Minister under Louis XIII who got France involved in the Thirty Years' War                                                                                   | C. Molière                       |
| _____ 4. Belief that nothing can be known for certain that caused some French thinkers to question the Church                                                         | D. <i>asiento</i>                |
| _____ 5. Most powerful ruler in French history who weakened the power of the nobility                                                                                 | E. Edict of Nantes               |
| _____ 6. Government agents who collected taxes and administered justice under Louis XIV                                                                               | F. France                        |
| _____ 7. Minister of finance under Louis XIV who strengthened French commerce                                                                                         | G. Jean Baptiste Colbert         |
| _____ 8. Splendid palace in which Louis XIV reigned                                                                                                                   | H. Britain                       |
| _____ 9. Writer of French comedies, one of which mocked religious hypocrisy                                                                                           | I. Versailles                    |
| _____ 10. Struggle that ensued when England, Austria, the Dutch republic, Portugal, and others joined together to prevent the union of the French and Spanish thrones | J. Cardinal Richelieu            |
| _____ 11. Agreement giving Britain permission to send enslaved Africans to Spain's American colonies                                                                  | K. War of the Spanish Succession |
| _____ 12. Country considered the military leader of France in the early 1700s                                                                                         | L. intendants                    |
|                                                                                                                                                                       | M. Henry of Navarre              |



## Section 3

## RETEACHING ACTIVITY

# Central European Monarchs Clash

**Determining Main Ideas** Complete the chart below by answering the questions about each topic.

|                            |                                                                    |                                                                                  |
|----------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Thirty Years' War</b>   | 1. When did the war start?                                         | 2. What two religions were involved?                                             |
| <b>Hapsburg triumphs</b>   | 3. Who led the Hapsburg armies in putting down the Czech uprising? | 4. How were Hapsburg soldiers paid?                                              |
| <b>Hapsburg defeats</b>    | 5. Who drove the Hapsburg armies out of Germany?                   | 6. Why did Cardinal Richelieu send French troops to join the German protestants? |
| <b>Maria Theresa</b>       | 7. What was Maria Theresa's affect on the nobility?                | 8. Which family did she belong to? Which country did she rule?                   |
| <b>Frederick the Great</b> | 9. Which country did he rule?                                      | 10. How did Frederick II feel a ruler should treat his people?                   |
| <b>Seven Years' War</b>    | 11. How did France get involved in this war?                       | 12. Who was the real victor of the war?                                          |



**CHAPTER**  
**21****Section 4****RETEACHING ACTIVITY** *Absolute Rulers of Russia*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. Ivan III of Russia accomplished all of the following <i>except</i></p> <ul style="list-style-type: none"><li>a. establishing a policy of Russian isolationism.</li><li>b. centralizing the Russia government.</li><li>c. liberating Russia from the Mongols.</li><li>d. conquering much of the territory around Moscow.</li></ul> <p>_____ 2. Ivan IV took the title of</p> <ul style="list-style-type: none"><li>a. Caesar.</li><li>b. emperor.</li><li>c. king.</li><li>d. czar.</li></ul> <p>_____ 3. Russia's landowning wealthy were known as</p> <ul style="list-style-type: none"><li>a. serfs.</li><li>b. nobles.</li><li>c. boyars.</li><li>d. czars.</li></ul> <p>_____ 4. A grandnephew of Ivan the Terrible's wife, Anastasia, started the</p> <ul style="list-style-type: none"><li>a. Romanov dynasty.</li><li>b. Hapsburg dynasty.</li><li>c. Russian Revolution.</li><li>d. westernization of Russia.</li></ul> | <p>_____ 5. One of Russia's greatest reformers was</p> <ul style="list-style-type: none"><li>a. Ivan III.</li><li>b. Peter the Great.</li><li>c. Anastasia.</li><li>d. Ivan the Terrible.</li></ul> <p>_____ 6. Peter I believed that Russia's prosperity depended on its having</p> <ul style="list-style-type: none"><li>a. a strong army.</li><li>b. a warm-water port.</li><li>c. a strong czar.</li><li>d. advanced technology.</li></ul> <p>_____ 7. Peter increased his power as an absolute ruler by all of the following methods <i>except</i></p> <ul style="list-style-type: none"><li>a. abolishing the office of patriarch.</li><li>b. reducing the power of the landowners.</li><li>c. modernizing the army.</li><li>d. banning people from leaving the country.</li></ul> <p>_____ 8. Which city gave Russia the "window on the sea" that Peter wanted?</p> <ul style="list-style-type: none"><li>a. Kiev</li><li>b. Moscow</li><li>c. St. Petersburg</li><li>d. Novgorod</li></ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CHAPTER**  
**21****Section 5****RETEACHING ACTIVITY*****Parliament Limits  
the English Monarchy***

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

*habeas corpus*  
English Civil War  
prime minister  
James II  
James I

Charles I  
constitutional monarchy  
Parliament  
Oliver Cromwell

cabinet  
Tories  
Restoration  
Whigs

1. He became king of England upon Elizabeth I's death: \_\_\_\_\_
2. Main cause of conflict with English monarchs in the late 1600s: \_\_\_\_\_
3. Monarch who dissolved Parliament in 1629: \_\_\_\_\_
4. Struggle between the Cavaliers and the Roundheads in England: \_\_\_\_\_
5. General who led the Puritan attack on Charles I: \_\_\_\_\_
6. Name for the period of Charles II's reign after Cromwell died: \_\_\_\_\_
7. Law passed by Parliament that gave a prisoner the right to have a judge specify the charges against him or her: \_\_\_\_\_
8. Ancestors of England's first political parties: \_\_\_\_\_ and \_\_\_\_\_
9. English king overthrown in a bloodless revolution called the Glorious Revolution:  
\_\_\_\_\_
10. Under William and Mary, England became this kind of government, in which laws limited the ruler's power: \_\_\_\_\_
11. A group of government ministers who acted in the ruler's name: \_\_\_\_\_
12. The leader of the majority party in Parliament who heads the cabinet: \_\_\_\_\_



## Section 1

GUIDED READING *The Scientific Revolution*

- A.** Determining Main Ideas As you read about the revolution in scientific thinking, take notes to answer the questions.

**How did the following help pave the way for the Scientific Revolution?**

1. The Renaissance

2. Age of European exploration

**What did each scientist discover about the universe?**

3. Nicolaus Copernicus

4. Johannes Kepler

5. Galileo Galilei

6. Isaac Newton

**What important developments took place in the following areas?**

7. Scientific instruments

8. Medicine

9. Chemistry

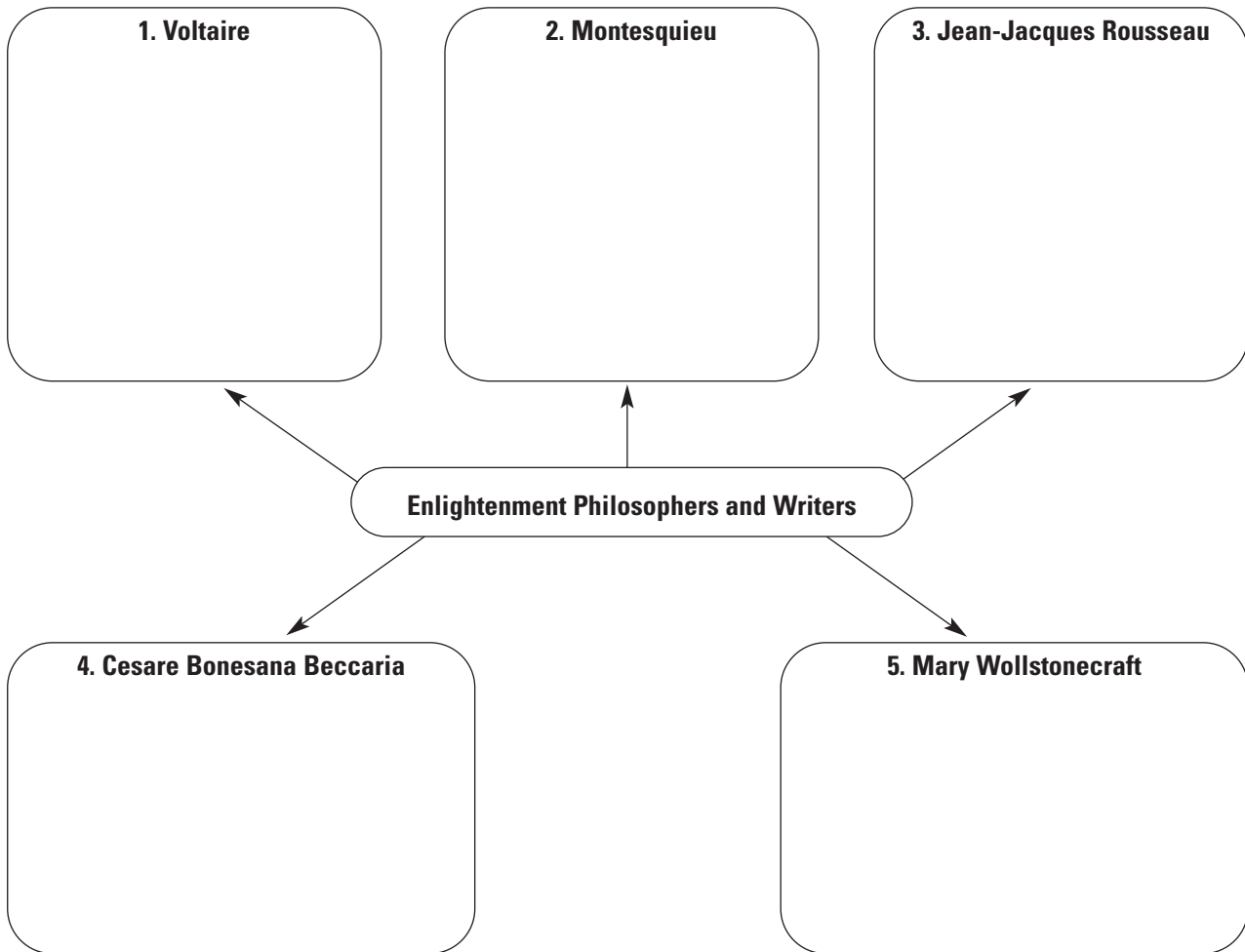
- B.** Determining Main Ideas On the back of this paper, explain how the **scientific method** is based on the ideas of Francis Bacon and René Descartes.



**GUIDED READING** *The Enlightenment in Europe*

**Section 2**

**A. Summarizing** As you read this section, fill in the diagram by describing the beliefs of Enlightenment thinkers and writers.



**B. Drawing Conclusions** How did Enlightenment thinkers and writers set the stage for revolutionary movements?

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**C. Contrasting** On the back of this paper, write a paragraph contrasting Thomas Hobbes's **social contract** view of government with the political philosophy of **John Locke**.



## Section 3

GUIDED READING *The Enlightenment Spreads*

- A.** Drawing Conclusions As you read about art, literature, and politics in the Age of Reason, explain how each of the following people reflected Enlightenment ideas.

| The Arts                   |  |
|----------------------------|--|
| 1. Denis Diderot           |  |
| 2. Franz Joseph Haydn      |  |
| 3. Wolfgang Amadeus Mozart |  |
| 4. Ludwig van Beethoven    |  |
| 5. Samuel Richardson       |  |

| Government             |  |
|------------------------|--|
| 6. Frederick the Great |  |
| 7. Joseph II           |  |
| 8. Catherine the Great |  |

- B.** Summarizing On the back of this paper, define the following terms:

salon

baroque

neoclassical

enlightened despot



GUIDED READING *The American Revolution*

Section 4

**A. Analyzing Causes and Recognizing Effects** As you read this section, note some causes and effects relating to the American Revolution and the establishment of the United States as a republic.

| Causes | Events                                                                                   | Effects |
|--------|------------------------------------------------------------------------------------------|---------|
|        | 1. British parliament passes Stamp Act.                                                  |         |
|        | 2. British close Boston harbor and station troops in city.                               |         |
|        | 3. Second Continental Congress votes to form an army under command of George Washington. |         |
|        | 4. France enters the war in 1778.                                                        |         |
|        | 5. By approving the Articles of Confederation, states create a weak national government. |         |

**B. Writing Expository Paragraphs** On the back of this paper, write one or two paragraphs explaining how the **Declaration of Independence** and the U.S. Constitution reflect Enlightenment ideas about government. Use the following terms in your writing:

checks and balances                      federal system                      Bill of Rights



## BUILDING VOCABULARY *Enlightenment and Revolution*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                             |                                                                                                                                                                      |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ____ 1. Galileo Galilei     | a. English philosopher who proposed that a government's power comes from the consent of the citizens and that citizens have the right to rebel against unjust rulers |
| ____ 2. Isaac Newton        | b. Russian empress who was considered an enlightened despot                                                                                                          |
| ____ 3. Enlightenment       | c. Italian scientist who made astronomical observations that supported the theories of Copernicus                                                                    |
| ____ 4. Catherine the Great | d. early proponent of women's rights                                                                                                                                 |
| ____ 5. John Locke          | e. English scientist who discovered the law of gravity                                                                                                               |
| ____ 6. Montesquieu         | f. French philosophe who promoted freedom of speech                                                                                                                  |
| ____ 7. Voltaire            | g. French writer who proposed the ideas of separation of powers and checks and balances in government                                                                |
| ____ 8. Mary Wollstonecraft | h. intellectual movement that stressed reason and thought and the power of individuals to solve problems                                                             |

**B. Completion** Select the term or name that best completes the sentence.

|              |                     |                 |                             |
|--------------|---------------------|-----------------|-----------------------------|
| salons       | enlightened despot  | social contract | Declaration of Independence |
| neoclassical | checks and balances | federal system  | Bill of Rights              |

- Under the influence of the Enlightenment, the grand, ornate style in European art known as baroque gave way to a simple, elegant style that was based on classical Greek and Roman ideas and was called \_\_\_\_\_.
- A form of government in which power is divided between national and state governments is a \_\_\_\_\_.
- The document in which American colonists asserted their independence from Great Britain was the \_\_\_\_\_.
- The first ten amendments to the U.S. Constitution are known as the \_\_\_\_\_.
- In social gatherings called \_\_\_\_\_, wealthy hostesses of Paris helped spread the ideas of the Enlightenment to educated Europeans.
- Thomas Hobbes called the agreement by which people create a government the \_\_\_\_\_.

**C. Writing** Write a paragraph explaining the following terms and how they are related.

geocentric theory      Scientific Revolution      heliocentric theory      scientific method



**CHAPTER**  
**22****Section 1****SKILLBUILDER PRACTICE** *Clarifying*

*You can clarify information you read by looking up the meaning of unfamiliar terms and summarizing the main ideas in your own words. As you read the passage below, make notes of the main ideas. Look up any unfamiliar or technical terms you do not understand. Then complete the activities that follow. (See Skillbuilder Handbook)*

Galileo Galilei was an Italian mathematician, astronomer, and physicist. As a physicist, he began a whole new field of scientific investigation—the modern science of dynamics.

As a youth of 18, Galileo watched the movements of a cathedral's chandelier as it swung back and forth on its chain. Aristotle had written that a pendulum swings more slowly as it approaches its resting point. Galileo tested this idea and found it incorrect. Feeling his pulse to keep time, he found that each oscillation of the pendulum took exactly the same amount of time.

Galileo's observation led to a new method of measuring time. In the 1200s and 1300s European inventors had built clocks that were driven by weights. In the 1400s, they turned to spring-driven

clocks. But none of these timepieces were very accurate. In 1656, a Dutch astronomer built a clock using a pendulum. It proved to be more accurate than earlier ways of measuring time. In fact, pendulum clocks were not surpassed in accuracy until the introduction of electricity.

In addition to discovering the law of the pendulum, Galileo performed other experiments in physics. For days he rolled balls down a slope and measured the speed at which they moved. His data led him to conclude that freely falling bodies, heavy or light, had the same, constant acceleration. He also discovered that an object moving on a perfectly smooth horizontal surface would neither speed up or slow down.

1. Define each of the following terms:

Physicist: \_\_\_\_\_

Dynamics: \_\_\_\_\_

Oscillation: \_\_\_\_\_

2. Identify the main idea of the passage. \_\_\_\_\_

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3. Write a paragraph summarizing the main idea and key details in this passage. Remember to restate information in your own words.

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**CHAPTER**  
**22****Section 1****GEOGRAPHY APPLICATION: LOCATION*****Three Theories of the Solar System***

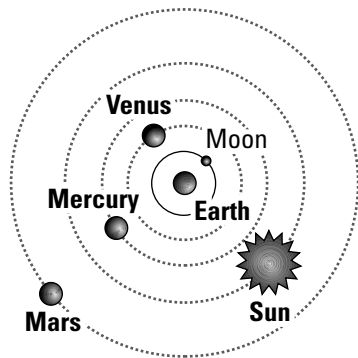
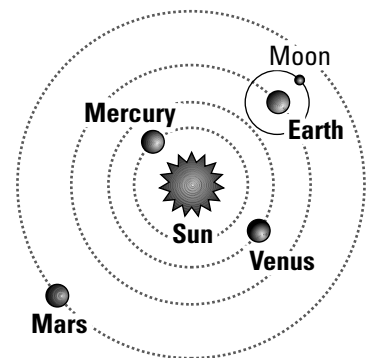
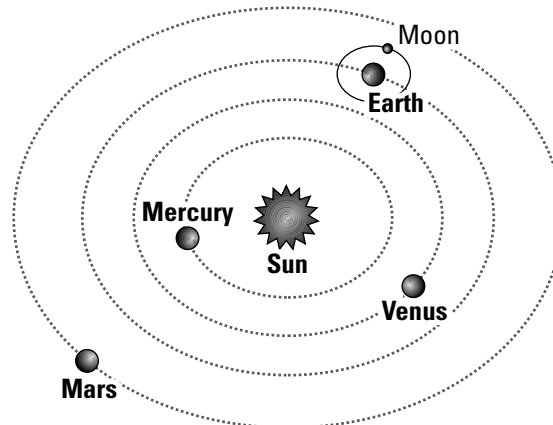
*Directions: Read the paragraphs below and study the illustrations carefully. Then answer the questions that follow.*

In the second century A.D., Claudius Ptolemy, an astronomer who lived in Egypt, claimed that the sun, stars, and other planets revolved around the earth. These ideas were unchallenged nearly 1,300 years until Nicolaus Copernicus, a Polish astronomer, discovered his revolutionary theory about the sun.

Ptolemy had believed in his geocentric or earth-centered view for several reasons. First, because of gravity all objects were attracted to the earth, which suggested to him that the earth must be the center. Second, he thought that the earth did not move. He showed how an object is thrown in the air and falls in practically the same place. If the earth moved, he theorized, that object should fall in a different place. Even today, these arguments would be difficult to disprove by observation. As a result, Ptolemy's views remained undisputed for centuries.

During the 1500s, Copernicus did not accept the Ptolemaic view. He became convinced that a different explanation of the solar system existed. After 25 years of observation, Copernicus concluded that the sun was the center of the solar system and that the planets, including the earth, revolved around the sun in "perfect divine circles."

Copernicus's conclusion at first went practically unnoticed. However, in the 1600s a German astronomer, Johannes Kepler, supported Copernicus's belief with mathematics. He also proved that the planets travel in ellipses (ovals), not perfect circles, around the sun. Both Copernicus's and Kepler's breakthroughs laid the foundation of modern day knowledge of the solar system.

**PTOLEMY****COPERNICUS****KEPLER**

## Interpreting Text and Visuals

1. What object did Ptolemy claim was at the center of the universe? \_\_\_\_\_
2. What object did Copernicus conclude was actually at the center of the universe? \_\_\_\_\_
3. What object is farthest from the center in all three systems? \_\_\_\_\_
4. What object is closest to the earth in all three systems? \_\_\_\_\_  
\_\_\_\_\_
5. According to Ptolemy, where was the sun in relation to Earth and the other planets? \_\_\_\_\_  
\_\_\_\_\_
6. According to Copernicus, what planets are located between the sun and the Earth? \_\_\_\_\_  
\_\_\_\_\_
7. What is the main difference between Kepler's system and the Copernican system? \_\_\_\_\_  
\_\_\_\_\_
8. Compare the way Ptolemy provided proof for his theory with the way Kepler provided proof for his theory. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you think Ptolemy's proof of his beliefs would be acceptable today? Why or why not?

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## Section 1

## PRIMARY SOURCE *from Starry Messenger* by Galileo Galilei

*In 1610, Galileo Galilei, a professor of mathematics at the University of Padua in Italy, published Starry Messenger. This book, which made Galileo famous in Europe, described startling astronomical observations that he made with the aid of a new invention, the telescope. As you read this excerpt from Galileo's book, think about the discoveries he made.*

Great indeed are the things which in this brief treatise I propose for observation and consideration by all students of nature. I say great, because of the excellence of the subject itself, the entirely unexpected and novel character of these things, and finally because of the instrument by means of which they have been revealed to our senses.

Surely it is a great thing to increase the numerous host of fixed stars previously visible to the unaided vision, adding countless more which have never before been seen, exposing these plainly to the eye in numbers ten times exceeding the old and familiar stars.

It is a very beautiful thing, and most gratifying to the sight, to behold the body of the moon, distant from us almost sixty earthly radii, as if it were no farther away than two such measures—so that its diameter appears almost thirty times larger . . . as when viewed with the naked eye. In this way one may learn with all the certainty of sense evidence that the moon is not robed in a smooth and polished surface but is in fact rough and uneven, covered everywhere, just like the earth's surface, with huge prominences, deep valleys, and chasms.

Again, it seems to me a matter of no small importance to have ended the dispute about the Milky Way by making its nature manifest to the very senses as well as to the intellect. . . . But what surpasses all wonders by far, and what particularly moves us to seek the attention of all astronomers and philosophers, is the discovery of four wandering stars not known or observed by any man before us. Like Venus and Mercury, which have their own periods about the sun, these have theirs about a certain star that is conspicuous among those already known, which they sometimes precede and sometimes follow, without ever departing from it beyond certain limits. All these facts were discovered and observed by me not many days ago with the aid of a

spyglass which I devised, after first being illuminated by divine grace. Perhaps other things, still more remarkable, will in time be discovered by me or by other observers with the aid of such an instrument, the form and construction of which I shall first briefly explain, as well as the occasion of its having been devised. Afterwards I shall relate the story of the observations I have made. . . .

We have now briefly recounted the observations made thus far with regard to the moon. . . . There remains the matter which in my opinion deserves to be considered the most important of all—the disclosure of four PLANETS never seen from the creation of the world up to our own time, together with the occasion of my having discovered and studied them, their arrangements, and the observations made of their movements and alterations during the past two months. I invite all astronomers to apply themselves to examine them and determine their periodic times, something which has so far been quite impossible to complete, owing to the shortness of the time. Once more, however, warning is given that it will be necessary to have a very accurate telescope such as we have described at the beginning of this discourse.

*from James Brophy and Henry Paolucci, eds., The Achievement of Galileo (New York: Twayne Publishers, 1962), 22–26.*

### Research Option

Using Visual Stimuli for Writing

Find photographs to illustrate the discoveries that Galileo announced in his book *Starry Messenger*. For example, find photographs of Jupiter's four major moons, the Milky Way, and the surface of Earth's moon. Then work with your classmates to write captions for the illustrations and make a bulletin board display.



## Section 2

**PRIMARY SOURCE** *from The Social Contract*  
by Jean-Jacques Rousseau

*In The Social Contract, published in 1762, the philosophe—a writer during the 18th century French Enlightenment—Jean-Jacques Rousseau outlined his ideas about individual freedom and obedience to authority. As you read this excerpt, think about Rousseau’s argument against the use of force as a means of governing the people.*

### Chapter I—Subject of the First Book

Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they. How did this change come about? I do not know. What can make it legitimate? That question I think I can answer.

If I took into account only force, and the effects derived from it, I should say: “As long as a people is compelled to obey, and obeys, it does well; as soon as it can shake off the yoke, and shakes it off, it does still better; for, regaining its liberty by the same right as took it away, either it is justified in resuming it or there was no justification for those who took it away.” But the social order is a sacred right which is the basis of all rights. Nevertheless, this right does not come from nature, and must therefore be founded on conventions. Before coming to that, I have to prove what I have just asserted.

### Chapter III—The Right of the Strongest

The strongest is never strong enough to be always the master; unless he transforms strength into right, and obedience into duty. Hence the right of the strongest, which, though to all seeming meant ironically, is really laid down as a fundamental principle. But are we never to have an explanation of this phrase? Force is a physical power, and I fail to see what moral effect it can have. To yield to force is an act of necessity, not of will—at the most, an act of prudence. In what sense can it be a duty?

Suppose for a moment that this so-called “right” exists. I maintain that the sole result is a mass of inexplicable nonsense. For, if force creates right, the effect changes with the cause: every force that is greater than the first succeeds to its right. As soon as it is possible to disobey with impunity, dis-

obedience is legitimate; and, the strongest being always in the right, the only thing that matters is to act so as to become the strongest. But what kind of right is that which perishes when force fails? If we must obey perforce, there is no need to obey because we ought; and if we are not forced to obey, we are under no obligation to do so. Clearly, the word “right” adds nothing to force: in this connection, it means absolutely nothing.

Obeys the powers that be. If this means yield to force, it is a good precept, but superfluous: I can answer for its never being violated. All power comes from God, I admit; but so does all sickness: does that mean that we are forbidden to call in the doctor? A brigand [bandit] surprises me at the edge of a wood: must I not merely surrender my purse on compulsion, but, even if I could withhold it, am I in conscience bound to give it up? For certainly the pistol he holds is also a power.

Let us then admit that force does not create right, and that we are obliged to obey only legitimate powers. In that case, my original question recurs.

*from Jean-Jacques Rousseau, The Social Contract and Discourses and Other Essays, trans. by G.D.H. Cole (E.P. Dutton & Company, Inc., 1950). Reprinted in Peter Gay, ed., The Enlightenment: A Comprehensive Anthology (New York: Simon and Schuster, 1973), 322–325.*

## Discussion Questions

### Analyzing Issues

1. Which did Rousseau believe was better—a government freely formed by the people or one imposed on a people by force?
2. Did Rousseau believe that it was the right of the strongest to rule?
3. **Making Inferences** How would you compare Locke’s ideas about government with Rousseau’s?

CHAPTER  
**22**

Section 2

**PRIMARY SOURCE** *from Two Treatises on Government*  
by John Locke

*English philosopher John Locke (1632–1704) attacked absolute monarchy and promoted the concept of government by the people in his most famous work, Two Treatises on Government. Published in 1690, his book influenced the ideas of the philosophes Baron de Montesquieu and Jean-Jacques Rousseau as well as the framers of the United States Constitution. At the heart of Locke's argument was his belief that all people are born free and equal, with three natural rights: life, liberty, and property. As you read the following excerpt, think about how Locke defined one of these rights—liberty.*

### Of Slavery

22. The *Natural Liberty* of Man is to be free from any Superior Power on Earth, and not to be under the Will or Legislative Authority of Man, but to have only the Law of Nature for his Rule. The Liberty of Man, in Society, is to be under no other Legislative Power, but that established by consent, in the Common-wealth, nor but what the Dominion of any Will, or Restraint of any Law, but what the Legislative shall enact, according to the Trust put in it. *Freedom* then is not what Sir R. F. tells us, O.A. 55 [224]. A *Liberty for every one to do what he lists, to live as he pleases, and not to be tyed by any Laws: But Freedom of Men under Government*, is, to have a standing Rule to live by, common to every one of that Society, and made by the Legislative Power erected in it; A Liberty to follow my own Will in all things, where the Rule prescribes not; and not to be subject to the inconstant, uncertain, unknown, Arbitrary Will of another Man. As *Freedom of Nature* is to be under no other restraint but the Law of Nature.
23. This *Freedom* from Absolute, Arbitrary Power, is so necessary to, and closely joyned with a Man's Preservation, that he cannot part with it, but by what forfeits his Preservation and Life together. For a Man, not having the Power of his own Life, *cannot*, by Compact, or his own Consent, *enslave himself* to any one, nor put himself under the Absolute, Arbitrary Power of another, to take away his Life, when he pleases. No body can give more Power than he has him-

self; and he that cannot take away his own Life, cannot give another power over it. Indeed having, by his fault, forfeited his own Life, by some Act that deserves Death; he, to whom he has forfeited it, may (when he has him in his Power) delay to take it, and make use of him to his own Service, and he does him no injury by it. For, whenever he finds the hardship of his Slavery out-weigh the value of his Life, 'tis in his Power, by resisting the Will of his Master, to draw on himself the Death he desires.

24. This is the perfect condition of Slavery, which is nothing else, but *the State of War continued, between a lawful Conquerour, and a Captive*. For, if once *Compact* enter between them, and make an agreement for a limited Power on the one side, and Obedience on the other, the State of War and *Slavery* ceases, as long as the Compact endures. For, as has been said, no Man can, by agreement, pass over to another that which he hath not in himself, a Power over his own Life.

### Activity Options

1. **Summarizing** Paraphrase Locke's definition of liberty in your own words. Then share your definition with classmates.
2. **Recognizing Point of View** In this excerpt, Locke refers to Sir Robert Filmer, an author who promoted the royal view of the basis of governmental power. With a partner, role-play a conversation between Locke and Sir Robert Filmer about freedom and the role of government.





## Section 2

**PRIMARY SOURCE** *from A Vindication of the Rights of Woman*  
by Mary Wollstonecraft

**A Vindication of the Rights of Woman, published by the English writer and reformer Mary Wollstonecraft in 1792, is one of the earliest feminist essays. According to this excerpt, how did Wollstonecraft feel about the education of women?**

I have sighed when obliged to confess that either nature has made a great difference between man and man or that the civilization which has hitherto taken place in the world has been very partial. I have turned over various books written on the subject of education, and patiently observed the conduct of parents and the management of schools; but what has been the result?—a profound conviction that the neglected education of my fellow creatures is the grand source of the misery I deplore; and that women, in particular, are rendered weak and wretched by a variety of concurring causes, originating from one hasty conclusion. The conduct and manners of women, in fact, evidently prove that their minds are not in a healthy state; for, like the flowers which are planted in too rich a soil, strength and usefulness are sacrificed to beauty; and the flaunting leaves, after having pleased a fastidious eye, fade, disregarded on the stalk, long before the season when they ought to have arrived at maturity. One cause of this barren blooming I attribute to a false system of education, gathered from the books written on this subject by men who, considering females rather as women than human creatures, have been more anxious to make them alluring mistresses than affectionate wives and rational mothers; . . . the civilized women of the present century, with a few exceptions, are only anxious to inspire love, when they ought to cherish a nobler ambition, and by their abilities and virtues exact respect. . . .

Yet, because I am a woman, I would not lead my readers to suppose that I mean violently to agitate the contested question respecting the equality or inferiority of the sex; but . . . I shall stop a moment to deliver, in a few words, my opinion. In the government of the physical world it is observable that the female in point of strength is, in general, inferior to the male. This is the law of nature; and it does not appear to be suspended or abrogated [abolished] in favor of woman. A degree of

physical superiority cannot, therefore, be denied—and it is a noble prerogative [right]! But not content with this natural preeminence, men endeavor to sink us still lower, merely to render us alluring objects for a moment; and women, . . . do not seek to obtain a durable interest in [men's] hearts, or to become the friends of the fellow creatures who find amusement in their society.

I am aware of an obvious inference: from every quarter have I heard exclamations against masculine women; but where are they to be found? If by this appellation [name] men mean to inveigh [protest] against their ardor in hunting, shooting, and gaming, I shall most cordially join in the cry; but if it be against the imitation of manly virtues, or, more properly speaking, the attainment of those talents and virtues, the exercise of which ennobles the human character, and which raise females in the scale of animal being, when they are comprehensively termed mankind; all those who view them with a philosophic eye must, I should think, wish with me that they may every day grow more and more masculine.

*from Barbara H. Solomon and Paula S. Berggren, eds., A Mary Wollstonecraft Reader (New York: New American Library, 1983), 267–269.*

## Discussion Questions

1. **Analyzing Causes and Recognizing Effects** According to Wollstonecraft, what happens when women are not properly educated?
2. **Clarifying** What is Wollstonecraft's opinion of the equality of men and women?
3. **Making Inferences** Jean-Jacques Rousseau believed that a woman's education should primarily teach her to become a better wife and mother. How do you think Wollstonecraft would have reacted to his views?





## Section 4

**PRIMARY SOURCE** *from* The Declaration of Independence

*In writing The Declaration of Independence, Thomas Jefferson drew many of his ideas from the works of enlightened thinkers such as John Locke. As you read the following excerpt from that document issued in July 1776, think about the Enlightenment ideas it reflects.*

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness; that, to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations [wrongful exercises of authority], pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism [a government in which the ruler exercises absolute power], it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of

Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let facts be submitted to a candid world. . . .

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude [righteousness] of our intentions, do, in the name, and by the Authority of the good People of these Colonies solemnly publish and declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and do all other Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

## Discussion Questions

### *Determining Main Ideas*

1. According to the first paragraph, what is the purpose of this document?
2. According to the second paragraph, what is the purpose of government, and when do people have the right to alter or abolish it?
3. **Making Inferences** Why do you suppose Jefferson felt that it was not only the right, but also the duty, of a people to overthrow a despotic government? How would the history of the world be affected if despotism were allowed to reign unchecked?

CHAPTER  
**22**

## Section 1

## LITERATURE SELECTION

*from The Recantation of  
Galileo Galilei*

by Eric Bentley

*In the 1600s, the Roman Catholic Church taught that the earth was the center of the universe. Galileo Galilei, however, observed otherwise. After publicly supporting Copernicus's theory that the earth revolves around the sun, Galileo was declared a heretic. At odds with church teachings, he was asked to recant, or formally deny, this theory. As you read this play excerpt, think about the consequences of Galileo's struggle with the Church.*

*Palace of the Inquisition. Galileo's quarters.  
Guards in the entrance hall. Castelli [Galileo's  
assistant] is eating lunch from a tray.*

*Guard. The Commissar General.*

*Firenzuola enters.*

FIRENZUOLA, TO CASTELLI. I wish to see the professor alone.

*Castelli goes out to a back room where, we can  
assume, Galileo has been resting. Enter Galileo.*

*The two men stand facing each other.*

FIRENZUOLA. Please be seated, Professor. *Galileo  
sits.* A private conference between the two of us  
has been deemed desirable before the tribunal  
reconvenes. Is that agreeable to you?

GALILEO. Has nothing been decided yet?

FIRENZUOLA. I represent the Inquisition. May I use  
our method of procedure?

GALILEO. By all means.

FIRENZUOLA. I shall begin by sounding you out a  
little. What is your own sense of the situation?

GALILEO. Do I know what the situation now is?

FIRENZUOLA. Of the situation . . . as it has developed  
during the hearing. How would you say  
you were doing?

GALILEO. Not too badly. I nailed down the main  
weaknesses in Scheiner's [the leading Jesuit scientist]  
position.

FIRENZUOLA. You maintained—correct me if I'm  
wrong—that he is a liar. Even a forger.

GALILEO. I proved those things.

FIRENZUOLA. And proof lies very near to your  
heart, isn't that true?

GALILEO. That is very true.

FIRENZUOLA. Would you expect Scheiner to enjoy  
being exposed?

GALILEO. No.

FIRENZUOLA. Yet you needed him. No one but he  
had read your book.

GALILEO. The others could read my book.

FIRENZUOLA. And understand it?

GALILEO. I could help them understand it.

FIRENZUOLA. Between now and tomorrow's session?

GALILEO. The world has waited for centuries for  
these truths. The tribunal could wait another  
week or two.

FIRENZUOLA. And in that spirit you have appealed  
from Scheiner to the six cardinals?

GALILEO. Yes.

FIRENZUOLA. Three of whom, like Scheiner himself,  
are members of the Society of Jesus.

*Silence.* Any comment?

GALILEO. Your own irony is a comment. But not  
mine.

FIRENZUOLA. You wouldn't, of course, have made  
this appeal if you didn't think it could succeed?

GALILEO. I wouldn't. No.

FIRENZUOLA. What are—or were—its chances of  
success?

GALILEO. Oh, about fifty-fifty.

FIRENZUOLA. Yes?

GALILEO. Lucignano's friendly, isn't he? Gorazio  
and Sordi will jog along behind him, I should  
think. That's half the tribunal.

FIRENZUOLA. You need five votes.

GALILEO. Are you assuming that the individual  
Jesuits don't think for themselves?

FIRENZUOLA. What would you assume?

GALILEO. That they have to. Because they respect  
themselves. And their Order knows about science.  
. . . They are not inquisitors, they are Catholics,  
Father Commissar!

FIRENZUOLA. Ah, then you have a better than fifty-  
fifty chance?

GALILEO. Maybe. If this must be regarded as a  
gamble. I'd have said faith had something to do  
with it. You know, the faith which can move  
mountains.

FIRENZUOLA. Very good, very good. I am not employing our inquisitorial method to torment you. Merely to bring the truth home to you. You have certainly brought home to me your illusion. *Quietly.* Galilei, after you left this morning, the tribunal dismissed your appeal.

Unanimously.

GALILEO. What? My book is to be banned?

FIRENZUOLA. Which was inevitable, as I told you in advance.

GALILEO. The tribunal will not even entertain the possibility that the earth moves round the sun?

FIRENZUOLA. Will not even entertain the possibility.  
*Pause.*

GALILEO. It's unbelievable.

FIRENZUOLA. Tell me why it is unbelievable.

GALILEO. Because what my book provides is not opinion but proof.

FIRENZUOLA. Proof of what?

GALILEO. Of the truth. Obviously.

FIRENZUOLA. The truth. Obviously. Is what is "obvious" to Galilei "obvious" to a tribunal of the Holy Office? Could it be?

GALILEO. Be plain with me, Father Commissar. Proving things true has been my life's business, my personal vocation. Proving certain things true to the Holy Office has occupied me continuously for over fifteen years. The results are in that manuscript. Now if truth did not interest the Holy Office, what would that show?

FIRENZUOLA. What would that show?

GALILEO. A career, a whole life based on a total misunderstanding. A life thrown away. Wasted.

FIRENZUOLA. I should not have enjoyed formulating those phrases.

GALILEO. Then it is so? There is no interest in truth here in Rome at all?

FIRENZUOLA. I am not trying to instruct you but to help you to . . . certain conclusions.

GALILEO, *suddenly*. Do you think you're God? But God could never be indifferent to truth. You can? Firenzuola, you're a human being, aren't you, let me address you as such. Are you totally unconcerned with truth? *Silence.* Then what are you concerned with?

FIRENZUOLA, *unruffled*. What is a Commissar concerned with?

GALILEO, *bitterly*. Power. Just naked power. I suppose that's what you are trying to tell me.

FIRENZUOLA. Let's say administration. A Commissar has very little power. He does what he's told.

GALILEO. By the cardinals. Are you saying they're a lot of power-hungry politicians?

FIRENZUOLA. Heaven forbid! I've got you too excited, Galilei. Let me ask you an academic question. What is a church?

GALILEO. What?

FIRENZUOLA. Not what does it stand for. What is it?

GALILEO. An institution, of course—

FIRENZUOLA. An institution. Among other institutions of this world. Matching itself against other institutions of this world. Matching itself as to what? As to power. Its power against theirs. Or it will no longer exist in this world. What way out is there, except to exist only in other worlds? But the Catholic Church was placed here by Christ Himself. Upon this rock. Upon this earth.

GALILEO. I'm naive in politics, the point is not new. But how, in God's holy name, is the church threatened by wholly unpolitical activities such as mine? How is it threatened by the motion of the earth around the sun?

FIRENZUOLA. I think [Lord Cardinal] Bellarmine must have explained that years ago.

GALILEO. He said all new views were wrong.

FIRENZUOLA. Would that we still had his simplicity!

*Pause.* The church is a fabric of traditions, nothing else. None of these traditions must be broken or the fabric as whole would fray, wear through, disintegrate. Now, if Bellarmine could feel that a generation ago, how much more strongly must any good Catholic feel it today! Protestant power was not stopped, as Bellarmine hoped. Throughout Central and Northern Europe, a so-called war of religion has been raging fifteen years, and no end in sight. Not just that, but—

GALILEO, *stopping him rudely*. Yes, yes! *Silence.*

But this preoccupation of yours with power and the struggle for power, this disregard of truth and the struggle for truth, this is just your viewpoint, Firenzuola, an inquisitor's viewpoint. The cardinals of the Catholic Church could not, dare not, permit themselves—

FIRENZUOLA, *cutting in just as abruptly*. You appealed to them from Scheiner. Would you now appeal to them from me?

GALILEO. Yes. I reject this "private conference."

*Much louder.* Let me go back before the cardinals. Let me set my proofs before the tribunal.

FIRENZUOLA, *gently*. Very good. I can now

complete my report. This morning, Galilei, five of the six cardinals voted for your execution. *Pause.* By burning. *Pause.* At the stake. If, like Scheiner, I am suspected of lying, you may send Castelli to check.

GALILEO. Burning at the stake!

FIRENZUOLA. The verdict was halted by a single opposing vote, but till tomorrow morning only. Hence the decisive importance of this meeting this afternoon.

GALILEO. Not burning at the stake!

FIRENZUOLA. I see you have believed me.

*Silence.*

GALILEO, *suddenly*. I have been living in a fool's paradise.

FIRENZUOLA. Had I said so myself, at the outset, you wouldn't have believed me.

GALILEO. My whole life has been based on a misunderstanding. All these efforts, these years, have been wasted.

FIRENZUOLA. And there is very little time left.

GALILEO. For what?

FIRENZUOLA. Even as the captive Arab king can escape the stake by a last-minute genuflection [to bend the knee or touch one knee to the floor as in worship] before the cross, so you can escape it by one small token gesture of submission.

GALILEO. What?

FIRENZUOLA. Read this. *Hands him a scroll.*

GALILEO, *reading tonelessly*. "I, Galileo Galilei, do hereby confess to the sin of disobedience, which sin, however, was committed unintentionally, in zeal prompted by idle vanity, and not in malice as an enemy of Holy Church."

*Silence.*

And in this way my lifelong attempt to change the church's mind is abandoned forever.

FIRENZUOLA. As you have just demonstrated, your attempt to change the church's mind has definitively failed.

GALILEO. Definitively? Are you the church?

FIRENZUOLA. The Holy Office speaks for the church; the Holy Inquisition acts for it.

GALILEO. No, no, no! I had heard the Jesuits were slippery; I had heard the Inquisition was arbitrary and had not dared to believe it. It's true. But they are not the church. And a final appeal still remains open, the appeal that all Catholics may make when others have failed.

FIRENZUOLA. The appeal to the pope? You have already appealed to him.

GALILEO. The book was snatched from his grasp by the Inquisition. As a good Catholic, I demand the right to present my case to him in person.

FIRENZUOLA. Today? At a couple of hours' notice?

GALILEO. That is for you to say. I don't mind if the tribunal does not meet tomorrow!

FIRENZUOLA. The pope cannot commute a sentence passed by the Holy Office.

GALILEO. Will the Holy Office pass sentence if the pope agrees to state in public what he has already conceded in private?

FIRENZUOLA. Namely?

GALILEO. That the earth moves round the sun.

FIRENZUOLA. That, my dear Galilei, would be more than his triple crown is worth.

GALILEO, *loudly*. I believe in my Barberini [Pope Urban VIII]! I have the right to see him!

*Silence.*

FIRENZUOLA. I shall try to get you an audience for this evening.

## Activity Options

1. **Making Judgments** With a group of your classmates, plan, rehearse, and give a performance of this excerpt for the class.
2. **Analyzing Issues** As a class, discuss Galileo's dilemma. What will happen if he confesses disobedience? What will happen if he does not confess?
3. **Summarizing** Create a playbill, or a poster that announces a theatrical production, for a performance of *The Recantation of Galileo Galilei*.





## Section 1

## HISTORYMAKERS

# Nicolaus Copernicus

## *Earth-Shaking Scientist*

*"We revolve about the sun like any other planet."* —Copernicus, *A Commentary on the Theories of the Motions of Heavenly Objects (1514)*

Watching the sun travel through the sky each day and seeing the stars and planets glide across the sky each night, Europeans concluded that these heavenly bodies revolved around the earth. As a result, they made the logical conclusion that the earth was the center of the universe and did not move. This view also became part of the teaching of the Catholic Church. Nicolaus Copernicus changed all this.

Born in 1473, Copernicus became a learned man. He was trained in Church law, medicine, and mathematics. His main interest, though, was astronomy. After more than 25 years of observations, he reached a startling conclusion: the earth itself moved and revolved around the sun.

In 1514, Copernicus wrote a pamphlet outlining his ideas and passed it around to friends, but he delayed making it widespread. In the 1530s, his views were presented to Pope Clement VII, who had no objection to this new theory. Finally, a former student of Copernicus's persuaded him to publish his ideas. As a result, *On the Revolutions of Heavenly Bodies* became available in 1543, the year its author died.

Copernicus argued that the earth moved in three ways. It spun on its axis every day, it rotated around the sun over the course of a year, and it moved up and down on its axis to cause the change of seasons. His new system put the planets in their proper order: sun, Mercury, Venus, Earth and moon, Mars, Jupiter, and Saturn.

Copernicus's bold idea solved several problems. The order of Mercury and Venus had always been disputed, and his new system settled that. His idea also gave a simpler explanation of the motion of the planets. Because the planets sometimes seem to stop and move backward, the old theory had required a complex structure of circles within circles. Copernicus reasoned that these movements occurred because the earth also orbits the sun. Furthermore, the earth and the other planets orbit at different speeds. His view was not perfect, though. He believed the planets moved in circles around the sun, but it was later proven that they

move in ellipses, or ovals.

Copernicus's theory raised two questions. If the earth moves, why do the stars not appear in different positions? The stars, he said, were so far away that their changes in position could not be noticed. In other words, he suggested that the universe was vast. Copernicus was right, although his argument could not be proven for three centuries. Only then did scientists have telescopes powerful enough to detect that the stars did indeed move.

The second question asked why objects in the air tend to fall to the ground. When the universe was seen as moving around the earth, it was logical to think that objects would fall to the center of the universe. Now that the earth moved, it was no longer the center. However, Copernicus believed that an object tended to fall to the center of its home. Thus, articles on Earth would be pulled to Earth, and those on the moon would be pulled to the moon. He suggested the basics of gravity about 100 years before Isaac Newton.

Copernicus's views did not cause much of a stir at first. Although his idea challenged Catholic teaching about the universe, the Church did not object to the new theory. However, Martin Luther and John Calvin, leaders of the Reformation, both objected strongly. Calvin asked, "Who will venture to place the authority of Copernicus above that of the Holy Spirit?" Over time, though, Catholics objected as well. By 1616, the Church officially called his idea false. The work of later astronomers, however, showed that Copernicus drew an accurate picture of the solar system.

### Questions

1. **Determining Main Ideas** According to Copernicus, what were the ways in which the earth moved?
2. **Making Inferences** Since Copernicus's theory was not perfect and could not explain all observations of the heavens, why did some people accept it?
3. **Clarifying** How did Copernicus use the idea of bodies tending toward different centers to support his theory?



## Section 2

## HISTORYMAKERS

# Baron de Montesquieu

## *Writing the Science of Government*

*"It is necessary by the arrangement of things, power checks power."—  
Montesquieu, On the Spirit of Laws (1748)*

Charles-Louis de Secondat, the Baron de Montesquieu, studied politics throughout his life and wrote a huge and exhaustive study of government. One of his key views was that authority should be divided. This idea became popular in England's North American colonies.

In 1689, Montesquieu was born near Bordeaux, France. His family had long served in the military and had good social position. He married a wealthy woman who had a good head for business—so good that he often let her run the family estates. When his uncle died, he became Baron de Montesquieu at age 27 and began serving as a judge.

Montesquieu soon became famous as a writer. The *Persian Letters* appeared in 1721 without identifying him as the author. The book was supposedly written by two Persian travelers who visited France and wrote letters to describe what they saw. In this way, Montesquieu was free to criticize and poke fun at French society. The king, he wrote, was a trickster who “makes people kill one another even when they have no quarrel.” The pope he called a “conjuror,” or magician. Later, Montesquieu was revealed as the author.

Now well-known, Montesquieu moved to Paris and joined in the luxurious court life there. As a result, his fortune dwindled. The combination of financial need and boredom led him to sell his judgeship. He used the money to take a long tour of Europe. He explored art and science and met leading politicians and writers. He also stayed many months in England studying its government.

Upon returning to France, Montesquieu spent two years writing a book on the English constitution. Then he decided to write a detailed study of government. For years he worked diligently, using as many as six people at a time taking notes. In 1748, after 17 years of reading, writing, and revising, he published *On the Spirit of Laws*. It filled more than 1,000 pages and broke new ground.

Montesquieu attempted to make a science of government. His work reflected Enlightenment ideas that people, using their minds, could under-

stand the world around them. However, he was not a radical who urged rule by the people instead of by kings. He was deeply conservative and hoped to maintain the privileged position of the aristocracy. He believed that the king's power was dangerous but thought that a strong aristocracy could check that authority. He admired England because the strength of its nobles limited the control of the king.

Montesquieu also saw human nature as the same around the world. However, he thought that laws and government depended on many factors, including religion, geography, and climate. Good government requires shaping laws to suit local conditions. He thought it was easier for people to enjoy liberty in a mountainous country like Switzerland or an island like England. Islands protect people from attack by other countries. Harsh conditions in the mountains, he believed, lead people to have a spirit of individualism that promotes liberty.

Montesquieu wanted to make sure that no part of the government grew too strong. The best way to preserve freedom, he said, was to divide authority. The ability to make laws, to carry out laws, and to judge laws should rest in different branches of power.

This idea was adopted in the United States when the Constitution was written. Thus, his ideas took hold in a country with traits similar to those of England and Switzerland. Separated from Europe by a vast ocean, the United States was safe from attack. In their rugged landscape, the American people developed a strong sense of individualism.

### Questions

1. **Clarifying** How did Montesquieu's circumstances allow him to spend his life writing?
2. **Drawing Conclusions** Why did Montesquieu think that it was a good idea to have different powers checking each other?
3. **Contrasting** How did Montesquieu differ from other writers of the Enlightenment?

**CHAPTER**  
**22****Section 3****CONNECTIONS ACROSS TIME AND CULTURES***The Search for Truth and Reason***THEMATIC CONNECTION:**  
**CULTURAL INTERACTION**

*As you read in this chapter, Enlightenment intellectuals and artists made use of ideas and styles from classical Greece and Rome. In what ways are classical ideals reflected in the philosophy, art, and literature of the Age of Reason? Review Chapter 5 and then answer the questions that follow.*

1. The classical art of Greece set standards of order, balance, and proportion that influenced future generations of artists. How are those standards reflected in the art of the Age of Reason? \_\_\_\_\_  
\_\_\_\_\_
2. The Greeks wrote tragedies about human themes such as love, hate, war, and betrayal, and comedies, many of which were satires. How does classical literature compare with Enlightenment literature? \_\_\_\_\_  
\_\_\_\_\_
3. Greek thinkers in search of truth and knowledge were called philosophers, meaning “lovers of wisdom.” How did the views of the French philosophes compare with those of the Greek philosophers? \_\_\_\_\_  
\_\_\_\_\_
4. The Greek philosopher Aristotle invented a method for arguing using the rules of logic. How did Aristotle’s work lay the groundwork for the scientific method developed during the 1600s? \_\_\_\_\_  
\_\_\_\_\_
5. In what other ways does the Age of Reason compare with the “golden age” of classical Greece? \_\_\_\_\_  
\_\_\_\_\_
6. Classical Greece left a lasting legacy in art, government, literature, and philosophy. What do you think is the greatest legacy of the Enlightenment? \_\_\_\_\_  
\_\_\_\_\_





Section 1

# RETEACHING ACTIVITY *The Scientific Revolution*

**Determining Main Ideas** The following questions deal with new theories of scientific exploration of the mid-1500s. Answer them in the space provided.

1. Explain the differences between the geocentric theory of the universe and the heliocentric theory.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What are two factors that contributed to the rise of a Scientific Revolution in Europe in the mid-1500s?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. How did Galileo's work come into conflict with the Church, and how was that conflict resolved?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. List three new scientific instruments that were invented as a result of the Scientific Revolution.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                    |                          |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| _____ 5. Aristotle's earth-centered theory of the universe                                                                         | a. Scientific Revolution |
| _____ 6. A new way of thinking about the natural world based on careful observation and a willingness to question accepted beliefs | b. Galileo Galilei       |
| _____ 7. Copernicus's sun-centered theory of the universe                                                                          | c. scientific method     |
| _____ 8. Italian scientist whose findings in the field of astronomy supported Copernicus's theory                                  | d. geocentric theory     |
| _____ 9. A logical procedure for gathering and testing scientific ideas                                                            | e. Isaac Newton          |
| _____ 10. English scientist who explained the law of gravity                                                                       | f. heliocentric theory   |



## Section 2

RETEACHING ACTIVITY *The Enlightenment in Europe*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>_____ 1. The new intellectual movement that stressed reason and thought and the power of the individual to solve problems was the</p> <ul style="list-style-type: none"><li>a. Scientific Revolution.</li><li>b. Enlightenment.</li><li>c. Great Awakening.</li><li>d. geocentric theory.</li></ul> <p>_____ 2. The willingness of people to hand over their rights to a ruler in exchange for law and order in society was called the</p> <ul style="list-style-type: none"><li>a. scientific method.</li><li>b. Magna Carta.</li><li>c. Enlightenment.</li><li>d. social contract.</li></ul> <p>_____ 3. The philosopher who believed that all people are born free and equal, with the rights to life, liberty, and property was</p> <ul style="list-style-type: none"><li>a. John Locke.</li><li>b. Thomas Hobbes.</li><li>c. Galileo Galilei.</li><li>d. Baron de Montesquieu.</li></ul> <p>_____ 4. The group of social critics in Enlightenment France were called</p> <ul style="list-style-type: none"><li>a. satirists.</li><li>b. philosophes.</li><li>c. stoics.</li><li>d. revolutionaries.</li></ul> | <p>_____ 5. Brilliant French satirist who frequently targeted the clergy, the aristocracy, and the government was</p> <ul style="list-style-type: none"><li>a. Thomas Hobbes.</li><li>b. Baron de Montesquieu.</li><li>c. Voltaire.</li><li>d. John Locke.</li></ul> <p>_____ 6. An influential French writer who wrote that “Power should be a check to power” was</p> <ul style="list-style-type: none"><li>a. Louis XIV.</li><li>b. Voltaire.</li><li>c. Thomas Hobbes.</li><li>d. Baron de Montesquieu.</li></ul> <p>_____ 7. French philosophe Jean Jacques Rousseau believed that the best form of government would be a</p> <ul style="list-style-type: none"><li>a. direct democracy.</li><li>b. constitutional monarchy.</li><li>c. dictatorship.</li><li>d. republic.</li></ul> <p>_____ 8. Women’s contributions to the Enlightenment included all of the following <i>except</i></p> <ul style="list-style-type: none"><li>a. urging women to enter male-dominated fields.</li><li>b. writing about the inequalities between men and women.</li><li>c. running for office.</li><li>d. holding social gatherings called salons for influential people.</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Section 3

RETEACHING ACTIVITY *The Enlightenment Spreads*

**Summarizing** Complete the chart below by summarizing the significance of each of the people, events, or situations to the spread of Enlightenment ideas.

| Person/Event/Situation                            | Significance |
|---------------------------------------------------|--------------|
| 1. Diderot's <i>Encyclopedia</i>                  |              |
| 2. Neoclassical style                             |              |
| 3. Changes in music during the Enlightenment      |              |
| 4. Changes in literature during the Enlightenment |              |
| 5. Enlightened despots                            |              |
| 6. Frederick II                                   |              |
| 7. Catherine the Great                            |              |



## Section 4

RETEACHING ACTIVITY *The American Revolution*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. The 1651 trade law called the Navigation Act prevented American colonists from selling their goods to Britain.  
\_\_\_\_\_
- \_\_\_\_\_ 2. The French and Indian War was fought between France and the native population in North America.  
\_\_\_\_\_
- \_\_\_\_\_ 3. The British eventually were the victors in the French and Indian War.  
\_\_\_\_\_
- \_\_\_\_\_ 4. The Stamp Act was passed by Parliament in 1765 in order to force the American colonists to help pay for the French and Indian War.  
\_\_\_\_\_
- \_\_\_\_\_ 5. The Boston Tea Party was the name given to a convention of colonists who were planning official protests against Britain.  
\_\_\_\_\_
- \_\_\_\_\_ 6. The American Revolution began in a skirmish between British redcoats and American colonists on the green in Lexington, Massachusetts.  
\_\_\_\_\_
- \_\_\_\_\_ 7. Paul Revere was the author of the Declaration of Independence.  
\_\_\_\_\_
- \_\_\_\_\_ 8. The Declaration of Independence was based on the ideas of John Locke and the Enlightenment.  
\_\_\_\_\_
- \_\_\_\_\_ 9. The French entered the war on the side of the British in 1778.  
\_\_\_\_\_
- \_\_\_\_\_ 10. The first ten amendments to the U.S. Constitution are known as the Bill of Rights.  
\_\_\_\_\_



GUIDED READING

*The French Revolution Begins*

Section 1

**A. Analyzing Causes and Recognizing Effects** As you read about the dawn of revolution in France, write notes to answer questions about the causes of the French Revolution.

| How did each of the following contribute to the revolutionary mood in France? |                        |
|-------------------------------------------------------------------------------|------------------------|
| 1. The three estates                                                          | 2. Enlightenment ideas |
| 3. Economic crisis                                                            | 4. Weak leadership     |

| How did each of the following events lead to the French Revolution? |                                           |
|---------------------------------------------------------------------|-------------------------------------------|
| 5. Meeting of the Estates-General                                   | 6. Establishment of the National Assembly |
| 7. Tennis Court Oath                                                | 8. Storming of the Bastille               |

**B. Clarifying** On the back of this paper, briefly explain why a **Great Fear** swept through France.

CHAPTER  
**23**

Section 2

GUIDED READING

# Revolution Brings Reform and Terror

**A. Following Chronological Order** As you read about the events of the French Revolution, answer the questions about the time line.

|               |                                                                       |   |                                                                     |
|---------------|-----------------------------------------------------------------------|---|---------------------------------------------------------------------|
| 1789<br>Aug.  | National Assembly adopts Declaration of the Rights of Man.            | → | 1. What are some rights this document guarantees French citizens?   |
| 1790          | National Assembly reforms status of church.                           | → | 2. What caused the peasants to oppose many of these reforms?        |
| 1791<br>Sept. | National Assembly hands power to Legislative Assembly.                | → | 3. What political factions made up the Legislative Assembly?        |
| 1792<br>April | Legislative Assembly declares war on Austria.                         | → | 4. What did European monarchs fear from France?                     |
| Aug.          | Parisians invade Tuileries and imprison royal family.                 |   |                                                                     |
| Sept.         | Parisian mobs massacre more than 1,000 prisoners.                     | → | 5. What effects did the September Massacres have on the government? |
| 1793<br>Jan.  | Ex-king Louis XVI is executed.                                        |   |                                                                     |
| July          | Robespierre leads Committee of Public Safety; Reign of Terror begins. | → | 6. What was the stated aim of Robespierre and his supporters?       |
| 1794<br>July  | Robespierre is executed; Reign of Terror ends.                        | → | 7. What were some consequences of the Reign of Terror?              |
| 1795          | National Convention adopts new constitution.                          |   |                                                                     |

**B. Summarizing** On the back of this paper, identify each group below and its position during the French Revolution.

émigrés                      sans-culottes                      Jacobins



**GUIDED READING** *Napoleon Forges an Empire*

**Section 3**

**A. Evaluating Courses of Action** As you read about Napoleon, note the goals and results of some of his actions.

| Actions                                                               | Goal(s) | Result(s) |
|-----------------------------------------------------------------------|---------|-----------|
| 1. Establishment of national bank and efficient tax-collection system |         |           |
| 2. Enacting Napoleonic Code of law                                    |         |           |
| 3. Sending troops to Saint Domingue                                   |         |           |
| 4. Selling Louisiana Territory to the United States                   |         |           |
| 5. Waging Battle of Trafalgar                                         |         |           |

**B. Summarizing** On the back of this paper, write a brief explanation of how Napoleon gained power in France. Use the terms **coup d' état** and **plebiscite**.



CHAPTER  
**23**

Section 4

GUIDED READING *Napoleon's Empire Collapses*

**A. Evaluating Courses of Action** As you read about Napoleon's downfall, write notes in the chart to explain how each action contributed to his final defeat.

|                                                                                                           |   |  |
|-----------------------------------------------------------------------------------------------------------|---|--|
| 1. Ordered a blockade to prevent trade and communication between Great Britain and other European nations | → |  |
| 2. Sent an army to invade Portugal and began the Peninsular War                                           | → |  |
| 3. In June 1812, invaded Russia with his Grand Army                                                       | → |  |
| 4. Entered Moscow on September 14, 1812, and stayed in the ruined city for five weeks                     | → |  |
| 5. Raised another army and fought the Battle of Leipzig                                                   | → |  |
| 6. Escaped Elba, reclaimed title of emperor, and fought Battle of Waterloo                                | → |  |

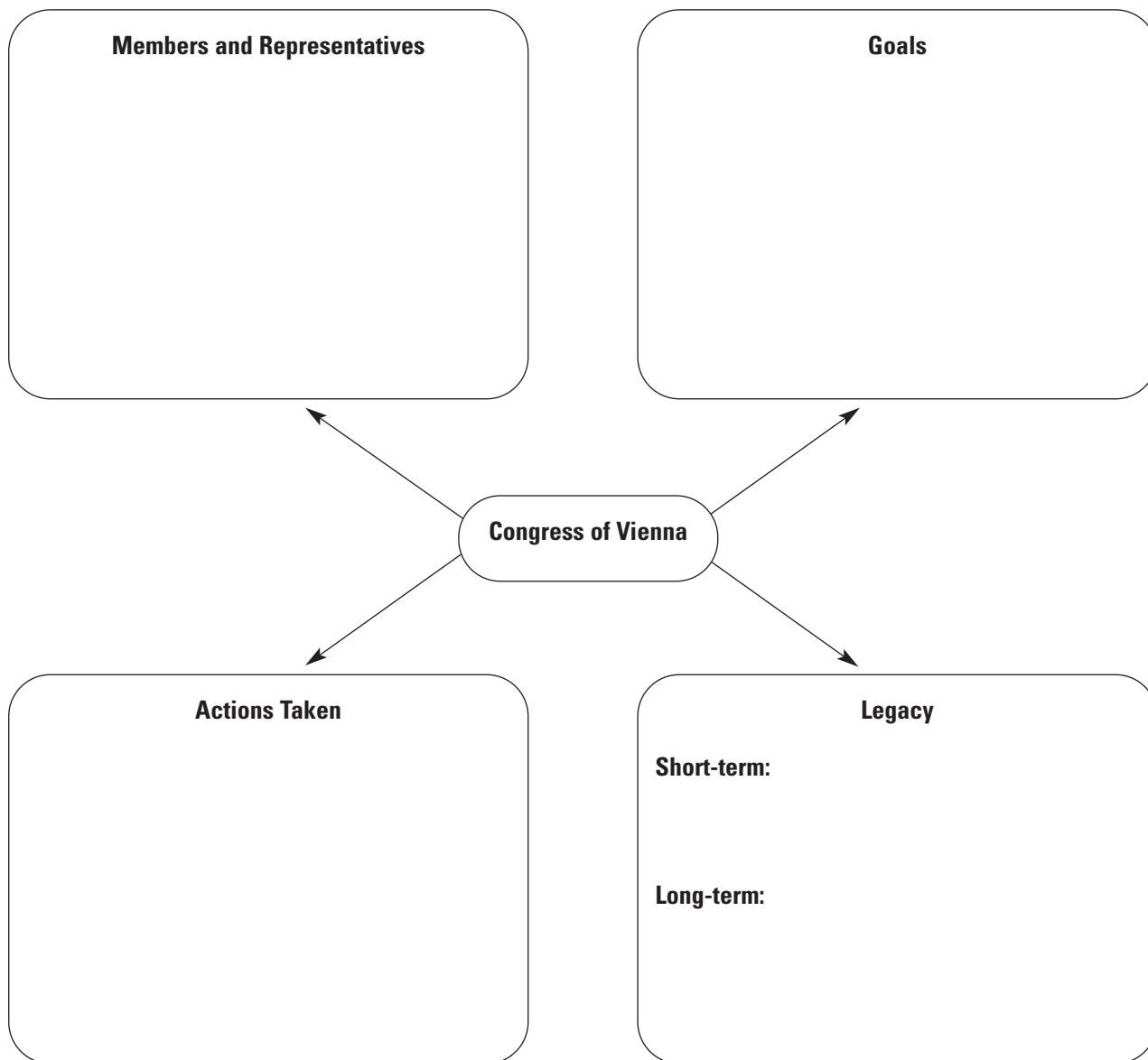
**B. Clarifying** On the back of this paper, briefly describe the final defeat of Napoleon using the terms **Hundred Days** and **Waterloo**.



**GUIDED READING** *The Congress of Vienna*

**Section 5**

**A. Determining Main Ideas** As you read about the meeting of the Congress of Vienna, fill in the diagram below.



**B. Summarizing** On the back of this paper, briefly explain Klemens von Metternich's efforts to create peace and stability in Europe. Use the terms **balance of power** and **Concert of Europe** in your explanation.



**BUILDING VOCABULARY**

# *The French Revolution and Napoleon*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                            |                                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| ____ 1. Congress of Vienna | a. one of three social classes in France in the late 1700s                                                                    |
| ____ 2. Hundred Days       | b. the social and political system of France in the 1770s                                                                     |
| ____ 3. Concert of Europe  | c. an assembly of representatives from all three social classes in France                                                     |
| ____ 4. plebiscite         | d. king of France in the 1770s and 1780s, known for his extravagant spending                                                  |
| ____ 5. Estates-General    | e. Napoleon's last bid for power                                                                                              |
| ____ 6. Old Regime         | f. alliance devised by Metternich to ensure that nations would help one another if revolution broke out                       |
| ____ 7. Louis XVI          | g. series of meetings of European powers to ensure the security and stability of a new European order after Napoleon's defeat |
| ____ 8. estate             | h. vote of the people                                                                                                         |

**B. Completion** Select the term or name that best completes the sentence.

|                      |                  |                   |                        |
|----------------------|------------------|-------------------|------------------------|
| Continental System   | Great Fear       | Tennis Court Oath | Maximilien Robespierre |
| Legislative Assembly | Marie Antoinette | National Assembly | Klemens von Metternich |

- The queen of France who spent so much money that she was called "Madame Deficit" was \_\_\_\_\_.
- The pledge by Third Estate delegates to meet until they created a new constitution became known as the \_\_\_\_\_.
- The first deliberate act of revolution by France's Third Estate was to vote to establish a law-making body called the \_\_\_\_\_.
- The Jacobin leader who ruled over the Reign of Terror, in which thousands of French citizens were executed, was \_\_\_\_\_.
- The foreign minister of Austria who wanted to restore a balance of power in Europe was \_\_\_\_\_.
- Napoleon's blockade of Europe's ports, which was intended to make continental Europe more self-sufficient, was called the \_\_\_\_\_.

**C. Writing** Use the following terms to write a summary of some of the major events in Napoleon's career.

Napoleon Bonaparte      Napoleonic Code      coup d'état      Battle of Trafalgar      Waterloo

**CHAPTER**  
**23****Section 4****SKILLBUILDER PRACTICE** *Interpreting Maps*

*By 1812, Napoleon controlled a vast empire. The map on page 666 of your textbook shows the extent of the French Empire and the lands controlled by Napoleon. To learn as much as you can from this map, study the legend, the compass rose, and the scale. Then answer the questions below. (See Skillbuilder Handbook)*

1. Name at least three countries Napoleon controlled. \_\_\_\_\_  
\_\_\_\_\_
2. What was the extent from east to west, in miles or kilometers, of the lands that Napoleon governed or controlled? \_\_\_\_\_  
\_\_\_\_\_
3. What direction would you travel to go from Paris to London? \_\_\_\_\_
4. What part of the lands controlled by Napoleon was the farthest south? \_\_\_\_\_  
\_\_\_\_\_
5. In 1810, Napoleon had signed alliances with Prussia, the Austrian Empire, and the Russian Empire. What countries shown on the map were NOT allied with Napoleon or controlled by him? \_\_\_\_\_  
\_\_\_\_\_
6. How does the area of the lands controlled by Napoleon compare to the combined area of European countries that were not allied with Napoleon or controlled by him? \_\_\_\_\_  
\_\_\_\_\_
7. What is the approximate distance between Paris and Moscow? \_\_\_\_\_  
\_\_\_\_\_
8. What were the sites of three major battles the French Army fought between 1805 and 1809? \_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**23**

**GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION**

*The French Revolution Under Siege*

**Section 2**

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

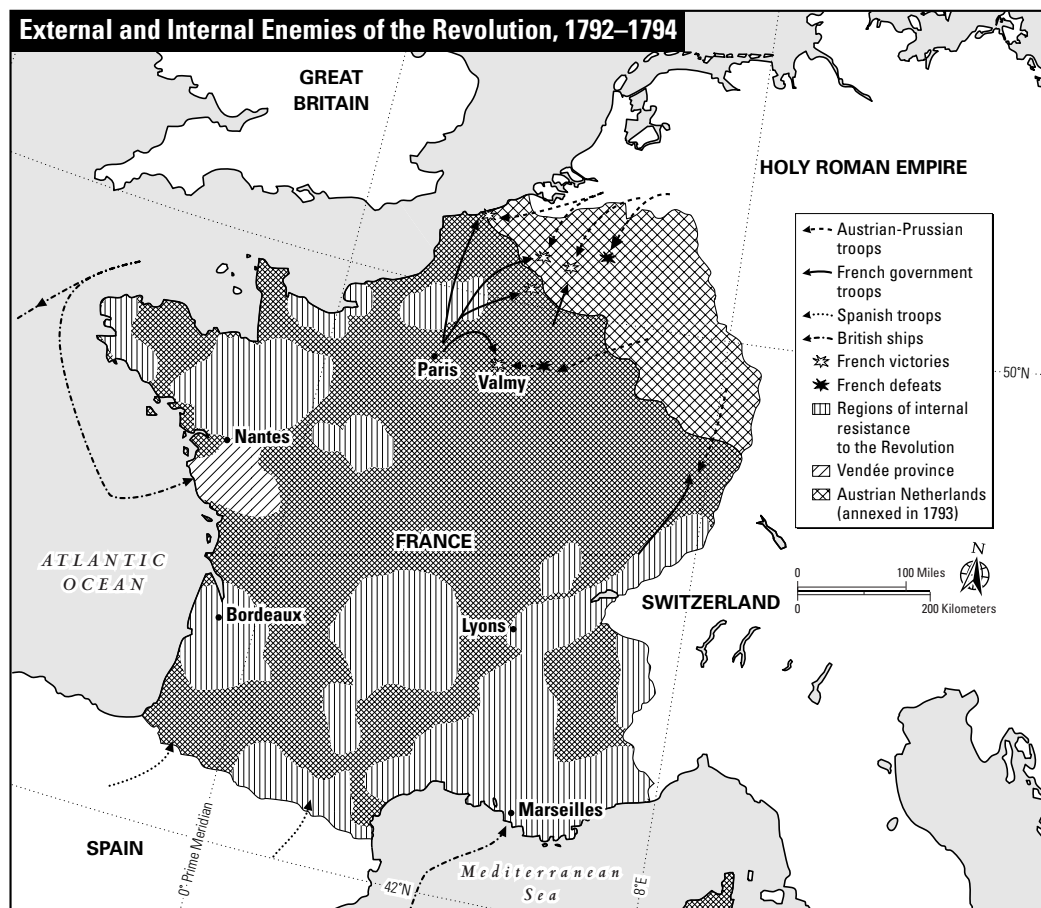
During the French Revolution, in early 1792, the new constitutional government was under attack by neighboring countries and by opponents within France itself.

Émigrés—former noblemen who had fled France—were plotting on foreign soil to destroy the revolution. They had warned monarchs of neighboring countries that the revolutionary ideas of France were a danger to their own reigns. As a result, Austria and Prussia wanted Louis XVI, the French king, restored. France reacted by declaring war on Austria, which quickly gained the support of Spain, Prussia, and Great Britain. At first, an invading army of Austrians and Prussians moved successfully toward Paris. However, at Valmy the French

government's troops defeated the outsiders, and the tide turned. After that, France invaded the Austrian Netherlands, where fighting was fierce through 1794.

Internally, royalists—local supporters of the king—and conservative French peasants worked against the Revolution in several regions. In August of 1792, the French province of Vendée was the scene of violent uprisings, which spread to other regions. Great Britain even shipped émigré troops to the region to support the royalists and the peasants.

Nevertheless, the government succeeded in crushing most revolts by 1793. The French revolutionary leaders were then able to raise the larger army needed for the external battles ahead.



**Interpreting Text and Visuals**

1. What country or countries attacked revolutionary France on land from the south? \_\_\_\_\_  
from the northeast? \_\_\_\_\_
2. In what part of France were most battles with foreign troops fought? \_\_\_\_\_
3. How many French defeats does the map show? \_\_\_\_\_  
Describe the location of each. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Based on the map, what do the French cities of Nantes, Bordeaux, Lyons, and Marseilles have in common? \_\_\_\_\_  
\_\_\_\_\_
5. What was Britain's role in the French Revolution? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Describe the events leading up to the battle at Valmy, the outcome of the battle, and the battle's importance. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**23**

**Section 2**

**PRIMARY SOURCE** *from A Declaration of the Rights of Man and of the Citizen*

*On August 27, 1789, the National Assembly of France adopted a revolutionary document, A Declaration of the Rights of Man and of the Citizen. As you read this portion of the document, consider the rights it guaranteed to French citizens.*

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties. . . . Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

Article 1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.

2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression. . . .

4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.

5. Law can only prohibit such actions as are hurtful to society. . . .

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. . . .

7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. . . . But any citizen summoned or arrested in virtue of the law shall submit without delay, as resistance constitutes an offense.

8. The law shall provide for such punishments only as are strictly and obviously necessary, and no one shall suffer punishment except it be legally inflicted in virtue of a law passed and promulgated before the commission of the offense.

9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.

10. No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.

11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law. . . .

13. A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equitably distributed among all citizens in proportion to their means. . . .

17. Since property is an inviolable and sacred right no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it and then only on condition that the owner shall have been previously and equitably indemnified.

*from Milton Viorst, The Great Documents of Western Civilization (New York: Bantam, 1965), 185–188.*

## Research Options

1. **Clarifying** Use the Internet or another source to find out more about the declaration. Who wrote it? What American document was a model for the French declaration?
2. **Comparing** Read the English Bill of Rights and the American Declaration of Independence. Then make a chart listing similarities to the French declaration. Share your chart with the class.
3. **Drawing Conclusions** What provisions of the declaration forbid conditions that existed under the Old Regime? Consider especially the tax system and the division of society.





## Section 2

**PRIMARY SOURCE** La Marseillaise

*Claude-Joseph Rouget de Lisle, a French captain of the engineers, composed this rousing patriotic song during the French Revolution. Because of its revolutionary associations, “La Marseillaise” was banned by Napoleon Bonaparte and by Louis XVIII. Why do you think this song was later adopted as the national anthem of France?*

Allons, enfants de la Patrie,  
Le jour de gloire est arrivé!  
Contre nous de la tyrannie  
L'étendard sanglant est levé!  
L'étendard sanglant est levé.  
Entendez-vous dans les campagnes  
Mugir ces féroces soldats?  
Ils viennent jusque dans nos bras  
Egorger nos fils et nos compagnes:  
Aux armes, citoyens!  
Formez vos bataillons!  
Marchons! Marchons!  
Qu'un sang impur abreuve nos sillons!

Come, children of the Fatherland  
Our day of glory has come!  
Against us the bloody flag of tyranny is raised!  
The bloody flag is raised.  
Can you hear in the country  
The shrieks of those ferocious soldiers?  
They come to our very arms  
To slaughter our sons and our wives:  
To arms, citizens!  
Form your battalions!  
March forth! March forth!  
Let their impure blood water our fields!

*from Olivier Bernier, Words of Fire, Deeds of Blood: The Mob, the Monarchy, and the French Revolution (Boston: Little, Brown and Company, 1989), 351.*

**Activity Options**

1. **Making Inferences** Listen to a recording of “La Marseillaise” or recite the English version of the lyrics aloud. Then share your impressions with your classmates. What mood does the song reflect? How do the lyrics and music capture the spirit of the French Revolution?
2. **Analyzing Issues** With several classmates, role-play a conversation among Napoleon, Louis XVIII, and ordinary French citizens.

Discuss why you think “La Marseillaise” should or should not be banned.

3. **Comparing and Contrasting** “The Star-Spangled Banner,” the national anthem of the United States, was written by Francis Scott Key during the War of 1812. Listen to a recording of “The Star-Spangled Banner.” Then discuss with classmates the similarities and differences between the French and American national anthems.

The “Marseillaise,” from *Words of Fire, Deeds of Blood* by Olivier Bernier. Copyright © 1989 by Olivier Bernier. Used by permission of Little, Brown and Company.

CHAPTER  
**23**

Section 2

**PRIMARY SOURCE** *from* **The Execution of Louis XVI**  
by Henry Essex Edgeworth de Firmont

*Sentenced to death by the National Convention, Louis XVI was executed on January 21, 1793. As you read this eyewitness account of the king's final hours, note the different reactions of Louis XVI, the guards, and the French citizens.*

The King finding himself seated in the carriage, where he could neither speak to me nor be spoken to without witness, kept a profound silence. . . .

The procession lasted almost two hours; the streets were lined with citizens, all armed, some with pikes and some with guns, and the carriage was surrounded by a body of troops, formed of the most desperate people of Paris. As another precaution, they had placed before the horses a number of drums, intended to drown any noise or murmur in favour of the King; but how could they be heard? Nobody appeared either at the doors or windows, and in the street nothing was to be seen, but armed citizens—citizens, all rushing toward the commission of a crime, which perhaps they detested in their hearts.

The carriage proceeded thus in silence to the Place de Louis XV and stopped in the middle of a large space that had been left round the scaffold: this space was surrounded with cannon, and beyond, an armed multitude extended as far as the eye could reach. As soon as the King perceived that the carriage stopped, he turned and whispered to me, 'We are arrived, if I mistake not.' My silence answered that we were. . . . As soon as the King had left the carriage, three guards surrounded him and would have taken off his clothes, but he repulsed them with haughtiness: he undressed himself, untied his neckcloth, opened his shirt, and arranged it himself. The guards, whom the determined countenance of the King had for a moment disconcerted, seemed to recover their audacity. They surrounded him again and would have seized his hands. 'What are you attempting?' said the King, drawing back his hands. 'To bind you,' answered the wretches. 'To bind me,' said the King, with an indignant air. 'No! I shall never consent to that: do what you have been ordered, but you shall never bind me. . . .'

The path leading to the scaffold was extremely rough and difficult to pass; the King was obliged to lean on my arm, and from the slowness with which he proceeded, I feared for a moment that his courage might fail; but what was my astonishment,

when arrived at the last step, I felt that he suddenly let go my arm, and I saw him cross with a firm foot the breadth of the whole scaffold; silence, by his look alone, fifteen or twenty drums that were placed opposite to me; and in a voice so loud, that it must have been heard at the Pont Tournant, I heard him pronounce distinctly these memorable words: 'I die innocent of all the crimes laid to my charge; I pardon those who have occasioned my death; and I pray to God that the blood you are going to shed may never be visited on France.'

He was proceeding, when a man on horseback, in the national uniform, and with a ferocious cry, ordered the drums to beat. Many voices were at the same time heard encouraging the executioners. They seemed reanimated themselves, in seizing with violence the most virtuous of Kings, they dragged him under the axe of the guillotine, which with one stroke severed his head from his body. All this passed in a moment. The youngest of the guards, who seemed about eighteen, immediately seized the head, and showed it to the people as he walked round the scaffold; he accompanied this monstrous ceremony with the most atrocious and indecent gestures. At first an awful silence prevailed; at length some cries of 'Vive la République!' were heard. By degrees the voices multiplied, and in less than ten minutes this cry, a thousand times repeated, became the universal shout of the multitude, and every hat was in the air.

*from J.M. Thompson, English Witnesses of the French Revolution, Blackwell, 1938. Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 250–252.*

## Discussion Questions

### Clarifying

1. How did Louis XVI respond as he faced execution?
2. How did the French citizens who witnessed the king's execution react?

3. **Making Inferences** Why do you think the soldier ordered the drums to beat as Louis XVI spoke from the scaffold?

**CHAPTER**  
**23****PRIMARY SOURCE**

# Napoleon's Proclamation at Austerlitz

**Section 3**

*Napoleon Bonaparte, emperor of France, conducted a brilliant military campaign to expand the French empire. After French troops crushed a Third Coalition army of Austrians and Russians in the Battle of Austerlitz, Napoleon issued this victory proclamation on December 3, 1805. How do you think a French soldier might have responded to this proclamation?*

Soldiers, I am satisfied with you. In the battle of Austerlitz you have justified what I expected from your intrepidity [unflinching courage]. You have covered yourselves with eternal glory. An army of one hundred thousand men which was commanded by the emperors of Russia and Austria has been in less than four hours either cut off or dispersed. Those that escaped your swords have thrown themselves into the lakes. Forty stands of colors, the stands of the Russian imperial guard, one hundred and twenty pieces of cannon, twenty generals, and above thirty thousand prisoners are the fruits of this ever-memorable battle. Their infantry, so celebrated and so superior to you in numbers, has proved unable to resist your charge, and henceforth you have no rivals to fear.

Thus in less than two months the third coalition is conquered and dissolved. Peace cannot be far off; but, as I promised my people before crossing the Rhine, I will conclude it only upon terms consistent with my pledge, which shall secure not only the indemnification [compensation for loss], but the reward, of my allies.

Soldiers, when the French people placed the imperial crown upon my head I trusted to you to enable me to maintain it in that splendor of glory which could alone give it value in my estimation. But at that moment our enemies entertained the

design of tarnishing and degrading it; and the iron crown, which was gained by the blood of so many Frenchmen, they would have compelled me to place on the head of my bitterest foe—an extravagant and foolish proposal, which you have brought to naught on the anniversary of your emperor's coronation. You have taught them that it is easier for them to defy and to threaten than to subdue us.

Soldiers, when everything necessary to the security, the happiness, and the prosperity of our country has been achieved, I will return you my thanks in France. Then will you be the objects of my tenderest care. My people will receive you with rapture and joy. To say to me, "I was in the battle of Austerlitz," will be enough to authorize the reply, "That is a brave man."

*from Milton Viorst, The Great Documents of Western Civilization (New York: Bantam, 1965), 201–202.*

## Discussion Questions

1. **Clarifying** According to this proclamation, what happened to the Third Coalition army in the Battle of Austerlitz?
2. **Summarizing** What did French troops achieve as a result of this battle?
3. **Making Inferences** How would you characterize Napoleon's attitude toward the French soldiers?

CHAPTER  
**23**

**Section 1**

**LITERATURE SELECTION** *from A Tale of Two Cities*  
by Charles Dickens

*A Tale of Two Cities, written in 1859, is set during the French Revolution. This excerpt from the novel first describes an elaborate reception in 1780 at the home of a powerful noble. Then it narrates what happens when a haughty French aristocrat—the Marquis—leaves the reception in his carriage. As you read, think about how Dickens captures the bitter divisions between the French aristocracy and peasantry and the hatred and inequality between classes that helped fuel the revolutionary violence to come.*

Monseigneur, one of the great lords in power at the Court, held his fortnightly reception in his grand hotel in Paris. Monseigneur was in his inner room, his sanctuary of sanctuaries, the Holiest of Holiests to the crowd of worshippers in the suite of rooms without. . . .

Monseigneur had one truly noble idea of general public business, which was, to let everything go on in its own way; of particular public business, Monseigneur had the other truly noble idea that it must all go his way—tend to his own power and pocket. Of his pleasures, general and particular, Monseigneur had the other truly noble idea, that the world was made for them. The text of his order (altered from the original by only a pronoun, which is not much) ran: “The earth and the fulness thereof are mine, saith Monseigneur.” . . .

. . . The rooms, though a beautiful scene to look at, and adorned with every device of decoration that the taste and skill of the time could achieve, were, in truth, not a sound business. . . . Military officers destitute of military knowledge; naval officers with no idea of a ship; civil officers without a notion of affairs; brazen ecclesiastics, of the worst world worldly, with sensual eyes, loose tongues, and looser lives; all totally unfit for their several callings, all lying horribly in pretending to belong to them, but all nearly or remotely of the order of Monseigneur, and therefore foisted on all public employments from which anything was to be got; these were to be told off by the score and the score. . . .

The leprosy of unreality disfigured every human creature in attendance upon Monseigneur. . . .

But, the comfort was, that all the company at the grand hotel of Monseigneur were perfectly dressed. If the Day of Judgment had only been ascertained to be a dress day, everybody there would have been eternally correct. Such frizzling and powdering and sticking up of hair, such delicate complexions artifi-

cially preserved and mended, such gallant swords to look at, and such delicate honour to the sense of smell, would surely keep anything going, for ever and ever. . . .

Dress was the one unfailing talisman and charm used for keeping all things in their places. Everybody was dressed for a Fancy Ball that was never to leave off. From the Palace of the Tuileries, through Monseigneur and the whole Court, through the Chambers, the Tribunals of Justice, and all society (except the scarecrows), the Fancy Ball descended to the common Executioner: who, in persuance of the charm, was required to officiate “frizzled, powdered, in a gold-laced coat, pumps, and white silk stockings.” . . . And who among the company at Monseigneur’s reception in that seven-hundred and eightieth year of our Lord, could possibly doubt, that a system rooted in a frizzled hangman, powdered, gold-laced, pumped, and white-silk stockinged, would see the very stars out!

Monseigneur . . . caused the doors of the Holiest of Holiests to be thrown open, and issued forth. Then, what submission, what cringing and fawning, what servility, what abject humiliation! As to bowing down in body and spirit, nothing in that way was left for Heaven—which may have been one among other reasons why the worshippers of Monseigneur never troubled it.

Bestowing a word of promise here and a smile there, a whisper on one happy slave and a wave of the hand on another, Monseigneur affably passed through his rooms to the remote region of the Circumference of Truth. There, Monseigneur turned, and came back again, and so in due course of time got himself shut up in his sanctuary . . . and was seen no more.

The show being over . . . there was soon but one person left of all the crowd, and he, with his hat under his arm and his snuff-box in hand, slowly

passed among the mirrors on his way out.

"I devote you," said this person, stopping at the last door on his way, and turning in the direction of the sanctuary, "to the Devil!"

With that, he shook the snuff from his fingers as if he had shaken the dust from his feet, and quietly walked down stairs. . . .

He went down stairs into the court-yard, got into his carriage, and drove away. Not many people had talked with him at the reception; he had stood in a little space apart, and Monseigneur might have been warmer in his manner. It appeared, under the circumstances, rather agreeable to him to see the common people dispersed before his horses, and often barely escaping from being run down. His man drove as if he were charging an enemy, and the furious recklessness of the man brought no check into the face, or to the lips, of the master. . . .

With a wild rattle and clatter, and an inhuman abandonment of consideration not easy to be understood in these days, the carriage dashed through streets and swept round corners, with women screaming before it, and men clutching each other and clutching children out of its way. At last,

swooping at a street corner by a fountain, one of its wheels came to a sickening little jolt, and there was a loud cry from a number of voices, and the horses reared and plunged.

But for the latter inconvenience, the carriage probably would not have stopped; carriages were often known to drive on, and leave their wounded behind, and why not? But the frightened valet had got down in a hurry, and there were twenty hands at the horses' bridles.

"What has gone wrong?" said Monsieur, calmly looking out.

A tall man in a nightcap had caught up a bundle from among the feet of the horses, and had laid it on the basement of the fountain, and was down in the mud and wet, howling over it like a wild animal.

"Pardon, Monsieur the Marquis!" said a ragged and submissive man, "it is a child."

"Why does he make that abominable noise? Is it his child?"

"Excuse me, Monsieur the Marquis—it is a pity—yes."

The fountain was a little removed; for the street opened, where it was, into a space some ten or twelve yards square. As the tall man suddenly got up from the ground, and came running at the carriage, Monsieur the Marquis clapped his hand for an instant on his sword-hilt.

"Killed!" shrieked the man, in wild desperation, extending both arms at their length above his head, and staring at him. "Dead!"

The people closed round, and looked at Monsieur the Marquis. There was nothing revealed by the

many eyes that looked at him but watchfulness and eagerness; there was no visible menacing or anger. Neither did the people say anything; after the first cry, they had been silent, and they remained so. The voice of the submissive man who had spoken, was flat and tame in its extreme submission.

Monsieur the Marquis ran his eyes over them all, as if they had been mere rats come out of their holes.

He took out his purse.

"It is extraordinary to me," said he, "that you people cannot take care of yourselves and your children. One or the other of you is

for ever in the way. How do I know what injury you have done my horses? See! Give him that."

He threw out a gold coin for the valet to pick up, and all the heads craned forward that all the eyes might look down at it as it fell. The tall man called out again with a most unearthly cry, "Dead!"

He was arrested by the quick arrival of another man, for whom the rest made way. On seeing him, the miserable creature fell upon his shoulder, sobbing and crying, and pointing to the fountain, where some women were stooping over the motionless bundle, and moving gently about it. They were as silent, however, as the men.

"I know all, I know all," said the last comer. "Be a brave man, my Gaspard! It is better for the poor little plaything to die so, than to live. It has died in a moment without pain. Could it have lived an hour as happily?"

"You are a philosopher, you there," said the Marquis, smiling. "How do they call you?"

***"It is extraordinary to me," said he, "that you people cannot take care of yourselves and your children. One or the other of you is for ever in the way."***



“They call me Defarge.”

“Of what trade?”

“Monsieur the Marquis, vendor of wine.”

“Pick up that, philosopher and vendor of wine,” said the Marquis, throwing him another gold coin, “and spend it as you will. The horses there; are they right?”

Without deigning to look at the assemblage a second time, Monsieur the Marquis leaned back in his seat, and was just being driven away with the air of a gentleman who had accidentally broken some common thing, and had paid for it, and could afford to pay for it; when his ease was suddenly disturbed by a coin flying into his carriage, and ringing on its floor.

“Hold!” said Monsieur the Marquis. “Hold the horses! Who threw that?”

He looked to the spot where Defarge the vendor of wine had stood, a moment before; but the wretched father was grovelling on his face on the pavement in that spot, and the figure that stood beside him was the figure of a dark stout woman, knitting.

“You dogs!” said the Marquis. . . . “I would ride over any of you very willingly, and exterminate you from the earth. If I knew which rascal threw at the carriage, and if that brigand were sufficiently near it, he should be crushed under the wheels.”

So cowed was their condition, and so long and hard their experience of what such a man could do to them, within the law and beyond it, that not a voice, or a hand, or even an eye was raised. Among the men, not one. But the woman who stood knitting looked up steadily, and looked the Marquis in the face. It was not for his dignity to notice it; his contemptuous eyes passed over her, and over all the other rats; and he leaned back in his seat again, and gave the word “Go on!”

He was driven on, and other carriages came whirling by in quick succession . . . the whole Fancy Ball in a bright continuous flow, came whirling by.

The rats had crept out of their holes to look on, and they remained looking on for hours; soldiers and police often passing between them and the spectacle, and making a barrier behind which they slunk, and through which they peeped. The father had long ago taken up his bundle and hidden himself away with it, when the women who had tended the bundle while it lay on the base of the fountain, sat there watching the running of the water and the rolling of the Fancy Ball—when the one woman who had stood conspicuous, knitting, still knitted on with the steadfastness of Fate. The water of the fountain ran, the swift river ran, the day ran into evening, so much life in the city ran into death according to rule, time and tide waited for no man, the rats were sleeping close together in their dark holes again, the Fancy Ball was lighted up at supper, all things ran their course.

## Activity Options

1. **Contrasting** Use a two-column chart to contrast the nobles at the reception with the common people in the street. Look for clues that show Dickens’s attitude toward those two groups.
2. **Writing Narrative Paragraphs** Write a diary entry in which you summarize the events after the reception from the point of view of either the Marquis, Defarge, or one of the “cowed” persons in the crowd.
3. **Writing for a Specific Purpose** Create a sympathy card for the child’s family. Include appropriate visual images and a suitable message.
4. **Clarifying** With a group of classmates, perform a dramatic scene based on this excerpt. Then discuss how Dickens shows the attitude of Monseigneur toward his guests or of the Marquis toward the common people of the Third Estate.

CHAPTER  
23

## HISTORYMAKERS

Marie Antoinette  
*Tragic Queen*

## Section 1

*"Monsieur, I beg your pardon. I did not do it on purpose."— Marie Antoinette's last words, apologizing to her executioner for stepping on his foot, 1793*

In 1781, Marie Antoinette, queen of France, gave birth to a son. The king, Louis XVI, now had a male heir. The French people celebrated, as the line of succession to the throne was now secure. A group of poor working women—called market-women—came to the palace to congratulate the queen.

Eight years later, another group of market-women came to the palace. But on this 1789 visit, the crowd was larger and angrier. Instead of celebrating joyful news, it woke the queen with such shouted threats as "We'll wring her neck!" and "We'll tear her heart out!"

Actually, the 1781 visit marked one of the few times that Queen Marie Antoinette enjoyed any popularity in France. Born in 1755, she was the fifteenth child of Francis I and Maria Theresa, rulers of the Holy Roman Empire. The French and the Austrians ended their long hostility by agreeing to a marriage that united the two royal families. Marie married Louis, heir to the French throne, in 1770. She was only 14 years old, and he only 15 years old. Just four years later, the young couple became king and queen of France.

It wasn't long before Marie Antoinette became the focus of nasty gossip and rumors. People saw her as a spendthrift who meddled in politics. Pamphlets portrayed a queen who lived a life of immorality and luxury.

At the same time, the queen was having difficulty adjusting to her new home. Although she and Louis grew to love each other, their early years included many strains. In addition, the queen found French customs confusing. The court had elaborate rules of etiquette for everything from dressing to eating. She had little patience for these formalities, which won her few friends at court.

Marie Antoinette's spending habits didn't earn her much admiration, either. She bought three or four new dresses every week. However, even when she did not spend, she was criticized. In a complicated plot, some members of the court pretended to buy a diamond necklace worth a fortune. When the scandal erupted, the queen—who was entirely innocent—was nevertheless blamed for it.

The people's anger at the queen boiled over during the French Revolution. The crowd often focused its rage on her. In 1789, when the market-women marched on the palace crying for bread, they were calm at first. The next morning, though, they stormed the queen's bedroom, shouting their bloody threats. Later that day Marie Antoinette faced the mob. She stood on a balcony before the crowd, with muskets aimed at her. She bravely remained still until the muskets were lowered. Then she entered the palace.

After the royal family was taken to Paris, the king and queen feared for their safety. Austria and Spain refused to do anything to help. Marie Antoinette urged that the family try to escape. On June 20, 1791, the family attempted to leave but were captured and returned to Paris. An eyewitness wrote that in the city, the queen "was greeted with violent expressions of disapproval."

The next year, the monarchy was formally overthrown and the king and queen were put in prison. A year later, Marie Antoinette's children were taken from her, and she was placed in a separate cell. She was moved again in September 1793 to a small room lit only by a lantern outside.

The queen was taken to trial the following month. She was accused of conspiring to aid her brother—now the Holy Roman Emperor—to defeat France. She was also accused of immorality. She gave a brief, forceful defense that won sympathy. But the officer presiding over the trial warned the crowd to be quiet and then quickly led the panel to declare her guilty. On October 16, 1793, Marie Antoinette was beheaded.

## Questions

1. **Clarifying** What factors cost the queen support?
2. **Recognizing Effects** Do you think the attacks on the queen contributed to the Revolution? Explain.
3. **Drawing Conclusions** Would you say that the queen was a strong or a weak person? Explain.



**CHAPTER**  
**23****Section 2****HISTORYMAKERS****Maximilien Robespierre**  
*Master and Victim of the Terror*

*"Liberty cannot be secured unless criminals lose their heads."—Maximilien Robespierre, 1794*

For a brief time, Maximilien François Marie Isidore de Robespierre ruled France. A passionate believer in equality, he kept a copy of Rousseau's *The Social Contract* by his bedside. As a religious man, he hoped to create a republic made virtuous through citizens' devotion to God. But despite his belief in equality and morality, Robespierre plunged France into the bloody Reign of Terror.

Robespierre was born in the city of Arras in 1758. He studied the ideas of the Enlightenment and developed strong principles of social justice. He followed the family tradition by practicing law.

Robespierre was elected to the Estates-General in 1789 and thus became involved in the French Revolution. Soft-spoken, he was ignored at first. Eventually, though, his radical opinions won him attention. One leader said, "That man will go far. He believes what he says." The next year, Robespierre was elected president of the Jacobin Club, a radical group that favored the establishment of a republic. Robespierre lived simply and was clearly a man of deep morality. Supporters called him "the Incorruptible."

Robespierre's views on republican government found little support early in the Revolution. However, after 1792, the king was deposed and a National Convention was elected to draft a new constitution and to rule France during the process. Robespierre was elected as a representative of Paris. He became a spokesman for the radical Jacobin group and contributed to the bitter controversies that arose in the National Convention.

As the combination of foreign war and civil lawlessness brought matters to a crisis, the Committee of Public Safety was formed—with Robespierre one of its most dominant members. Under the rule of this powerful group, civil war was avoided and the French army began to win victories.

However, Robespierre and his allies on the committee still faced political opposition at home. In early 1794, he set out to eliminate the Hébertists. This group wanted strict economic policies and an anti-religious campaign that Robespierre could

not support. The leaders were executed. Next Robespierre attacked a moderate group called the Indulgents, who were led by Georges Danton, once a close friend of his. The Indulgents believed that the crisis was past and the Terror could end. They, too, were tried and executed. As Danton was taken to his death, he uttered a warning: "Robespierre is bound to follow me."

After the death of Danton, Robespierre and the Committee of Public Safety—now completely in control of the government—made new rules. They broadened the definition of public enemies and narrowed the penalty to one punishment only: death. The trial process was speeded up. Defense lawyers and witnesses were no longer needed. Because of these changes, 1,500 people were executed in June and July of 1794.

"Fear was on every side, in the creak of a door, an exclamation, a breath," wrote one observer. On July 26, Robespierre spoke before the Convention and said that more people would have to be executed as enemies of the Republic. He only named one man, Pierre Joseph Cambon, the Superintendent of Finance, who bravely took the floor in his own defense. "It is time to tell the whole truth," he declared. "One man alone is paralyzing the will of the National Convention. *And that man is Robespierre.*" Others, fearing that they would be accused next, joined to denounce Robespierre.

The next day, in a chaotic scene, the deputies voted to arrest Robespierre and his closest allies. He and more than 20 of his supporters were taken to the Place de la Revolution and executed. A newspaper commented, "We are all throwing ourselves into each other's arms. The tyrant is dead."

## Questions

1. **Making Inferences** What about Robespierre might have appealed to others?
2. **Drawing Conclusions** Why did Robespierre eliminate the Hébertists and the Indulgents?
3. **Recognizing Effects** How did Robespierre's methods turn against him?

CHAPTER  
**23**  
Section 2

CONNECTIONS ACROSS TIME AND CULTURES

# Comparing Revolutions in America and France

THEMATIC CONNECTION:

REVOLUTION

*Because revolutions have occurred so often, historians have tried to identify some common stages that revolutions follow. Study the stages below from Preface to History by Carl Gustavson. After reading examples from the American Revolution, give similar examples from the French Revolution.*

| STAGE                                                                                                             | AMERICAN                                                                                            | FRENCH |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------|
| 1. Writers denounce existing conditions and provide new goals and ideas.                                          | Colonial lawyers protested the Stamp Act, and leaders encouraged conflict with British authorities. |        |
| 2. Public discontent results in riots and other acts of violence.                                                 | Colonists engaged in protests and boycotts, including the Boston Tea Party.                         |        |
| 3. The ruling group is frightened into making repeated concessions until power is transferred.                    | British Parliament repealed the Stamp Act; Britain fought the colonists and lost.                   |        |
| 4. The reformers carry out their reforms, but if their measures are drastic, the nation splits into rival groups. | The weak national government led to Shays's rebellion.                                              |        |
| 5. Radicals seize power from moderates and try to impose their views on the nation.                               | Colonial leaders created a new constitution and a new system of government.                         |        |
| 6. The public tires of the radicals, and moderates regain power.                                                  | Moderates gained the addition of a Bill of Rights to the Constitution.                              |        |

From your answers, what similarities and differences do you see in the American and French revolutions?

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**CHAPTER**  
**23****SCIENCE & TECHNOLOGY*****Science Helps Create the Metric System*****Section 2**

*Though one of the French Revolution's most famous inventions, the guillotine, was designed for executions, another technological development from this period made a great contribution to the future of science.*

In 1790, the drive to reform French society moved the newly formed National Assembly to change the way measurements were made. The French Academy of Sciences was asked to develop a standard system of measurement. Up to this point, every country possessed its own procedure for measuring, which often grew out of local customs. At one time in England, for example, an inch was defined as the length of “three barleycorns, round and dry.” The problem was that the size of an inch was different with every handful of barley.

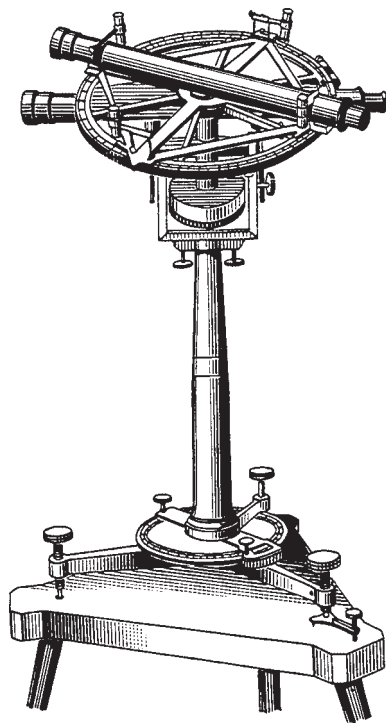
The mathematicians and astronomers in the Academy of Sciences wanted to devise a measuring system that would be used in all countries. Therefore, the scientists needed to create a uniform unit of length. They decided to use a certain fraction of the distance around the earth. The

meter—its name taken from the Greek word *metron*, meaning “measure”—was established as one 10-millionth of the distance from the North Pole to the equator along the meridian passing through Paris.

Determining the length of this meridian required surveying the distance from Dunkirk, France, to Barcelona, Spain, which is over 600 miles. Measurements needed to be precise, and the best instruments available were used. The measuring rods were 12 feet long, made of platinum, and equipped with devices to record expansion and contraction due to changes in temperature. An instrument with rotating telescopic sights, developed by Étienne Lenoir in 1784, enabled the teams of surveyors to make highly accurate angle measurements.

The National Convention officially adopted the metric system in 1795. On June 22, 1799, a meter-long platinum rod and a platinum cylinder weighing one kilogram were deposited in the French National Archives as official standards. The government then established a period of transition to the new system, which lasted until 1840, when using the new standards became a requirement.

Over the years, the original measurement standards have been updated to be more precise, and other units have been added. Today, the metric system is the basic system of measurement in almost all the countries of the world.



Complex angle measurements were made on Lenoir's instrument, shown above. The rotating telescopic sights are located on top of the device.

**Questions**

1. **Clarifying** What was the length of the meter as established by the French Academy of Sciences?
2. **Making Inferences** Why do you think the scientists in the Academy of Sciences wanted their new system of measurement to be used in all countries?
3. **Drawing Conclusions** Why was the distance from the North Pole to the equator a good distance on which to base a uniform unit of length?



Section 1

RETEACHING ACTIVITY *The French Revolution Begins*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. Under the Old Regime in France in the 1770s, the people of France were divided into three social classes called estates.  
\_\_\_\_\_
- \_\_\_\_\_ 2. Most people fell into the Second Estate during the Old Regime.  
\_\_\_\_\_
- \_\_\_\_\_ 3. Peasants were the largest group in the First Estate.  
\_\_\_\_\_
- \_\_\_\_\_ 4. The Estates-General was an assembly of representatives from all three classes.  
\_\_\_\_\_
- \_\_\_\_\_ 5. The Tennis Court Oath was an agreement of Third Estate delegates to the National Assembly to meet until they had drawn up a new constitution.  
\_\_\_\_\_

**Determining Main Ideas** Complete the graphic by filling in details describing each of the three estates in French society.

| Old Regime                              |                                         |                                          |
|-----------------------------------------|-----------------------------------------|------------------------------------------|
| First Estate                            | Second Estate                           | Third Estate                             |
| 6. Made up of:                          | 8. Made up of:                          | 10. Made up of:                          |
| 7. Attitude toward Enlightenment Ideas: | 9. Attitude toward Enlightenment Ideas: | 11. Attitude toward Enlightenment Ideas: |



Section 2

RETEACHING ACTIVITY

# *Revolution Brings Reform and Terror*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                      |                                                        |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| _____ 1. Statement of revolutionary ideals adopted by National Assembly                                              | A. Liberty, Equality, Fraternity                       |
| _____ 2. Slogan for members of the French Revolution                                                                 | B. guillotine                                          |
| _____ 3. New law-making body created by the constitution adopted in 1791 by the National Assembly                    | C. radicals                                            |
| _____ 4. Members of this law-making body who opposed the idea of monarchy and wanted sweeping governmental change    | D. Jacobins                                            |
| _____ 5. Term used to describe nobles who had fled France and who hoped to restore the Old Regime                    | E. Directory                                           |
| _____ 6. Device used as a means of execution during the French Revolution                                            | F. Reign of Terror                                     |
| _____ 7. Parisian workers who wanted extremely radical change in government                                          | G. Declaration of the Rights of Man and of the Citizen |
| _____ 8. Radical political organization that in September 1792 abolished the monarchy and declared France a republic | H. Georges Danton                                      |
| _____ 9. Became leader of the Committee of Public Safety and ruled France virtually as a dictator                    | I. émigrés                                             |
| _____ 10. Period of time during which Maximilien Robespierre governed France                                         | K. Legislative Assembly                                |
| _____ 11. Well-known Jacobin and lawyer eventually executed for being less radical than Robespierre                  | L. conservatives                                       |
| _____ 12. Executive body created in 1795 as part of a new plan of government                                         | M. sans-culottes                                       |



## Section 3

RETEACHING ACTIVITY *Napoleon Forges an Empire*

**Determining Main Ideas** The following questions deal with Napoleon's expanding empire. Answer them in the space provided.

1. Under what circumstances did Napoleon become known as a hero of the French republic?  
\_\_\_\_\_
2. How did conditions in France in 1799 make it possible for Napoleon to seize power?  
\_\_\_\_\_
3. What is a sudden seizure of power like Napoleon's called?  
\_\_\_\_\_
4. How did the plebiscite in 1800 affect Napoleon's power?  
\_\_\_\_\_  
\_\_\_\_\_
5. How did Napoleon go about establishing order in France?  
\_\_\_\_\_  
\_\_\_\_\_
6. What were the terms of the concordat, the agreement between Napoleon and Pope Pius VII?  
\_\_\_\_\_  
\_\_\_\_\_
7. What was the Napoleonic Code?  
\_\_\_\_\_  
\_\_\_\_\_
8. What incident at Napoleon's crowning as emperor clearly established Napoleon as more powerful than the Church?  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**23****Section 4****RETEACHING ACTIVITY** *Napoleon's Empire Collapses*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The main reason Napoleon divorced Josephine and married Marie Louise of Austria was because</p> <ul style="list-style-type: none"><li>a. Josephine interfered with his decisions as emperor.</li><li>b. he was seeking a male heir to the throne.</li><li>c. he wanted an alliance with Austria.</li><li>d. Marie Louise was a grandniece of Marie Antoinette.</li></ul> <p>_____ 2. To prevent trade and communication between Great Britain and other European nations, Napoleon set up</p> <ul style="list-style-type: none"><li>a. a plebiscite.</li><li>b. a boycott.</li><li>c. an embargo.</li><li>d. a blockade.</li></ul> <p>_____ 3. Napoleon's policy called the Continental System was created to</p> <ul style="list-style-type: none"><li>a. make continental Europe more self-sufficient.</li><li>b. make trade between Europe and other continents easier.</li><li>c. control smuggling along France's coast.</li><li>d. increase trade with Great Britain.</li></ul> <p>_____ 4. The war between Spain and France in the early 1800s was known as the</p> <ul style="list-style-type: none"><li>a. Thirty Years' War.</li><li>b. civil war.</li><li>c. Hundred Days.</li><li>d. Peninsular War.</li></ul> | <p>_____ 5. The Russian practice of burning fields and slaughtering livestock to prevent invading French troops from having access to them was called</p> <ul style="list-style-type: none"><li>a. guerrilla warfare.</li><li>b. slash-and-burn.</li><li>c. the scorched-earth policy.</li><li>d. the Continental System.</li></ul> <p>_____ 6. All of the following were factors in Napoleon's downfall <i>except</i></p> <ul style="list-style-type: none"><li>a. his invasion of Russia in 1812.</li><li>b. his use of the Continental System.</li><li>c. his war with Spain.</li><li>d. the Battle of Waterloo.</li></ul> <p>_____ 7. The Battle of Waterloo was between the French and</p> <ul style="list-style-type: none"><li>a. the British.</li><li>b. the British and the Spanish.</li><li>c. the British and the Prussians.</li><li>d. the British and the Austrians.</li></ul> <p>_____ 8. The Hundred Days refers to</p> <ul style="list-style-type: none"><li>a. Napoleon's last bid for power.</li><li>b. the length of the Peninsular War.</li><li>c. the length of time Napoleon was exiled.</li><li>d. the length of Napoleon's reign.</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|





## Section 5

## RETEACHING ACTIVITY

*The Congress of Vienna*

**Sentence Completion** Select the name or term that best completes the sentence.  
Write the name or term in the blank.

|                        |                           |                    |
|------------------------|---------------------------|--------------------|
| absolute monarchs      | legitimacy                | nationalism        |
| balance of power       | Holy Alliance             | Mexico             |
| Austria                | Concert of Europe         | Congress of Vienna |
| Klemens von Metternich | constitutional monarchies | Germany            |

- \_\_\_\_\_ was a series of meetings to set up policies to establish security and stability in Europe after Napoleon's defeat.
- The powerful foreign minister of Austria during the meetings of the five great powers of Europe was \_\_\_\_\_.
- The idea of keeping the countries of Europe relatively equal in terms of strength was called the \_\_\_\_\_.
- The country that dominated the German Confederation was \_\_\_\_\_.
- The idea that the rulers of Europe whom Napoleon had driven from power should be restored to their thrones was based on the principle of \_\_\_\_\_.
- After the Congress of Vienna, Britain and France had \_\_\_\_\_ as a form of government.
- The agreement between Czar Alexander, Francis I of Austria, and King Frederick William III of Prussia to base their governments on Christian principles was called the \_\_\_\_\_.
- The \_\_\_\_\_ was a series of European alliances that assured that countries would help each other if any revolutions occurred.
- One indirect effect of the Congress of Vienna was revolution and eventual independence from Spain in \_\_\_\_\_.
- Another effect of the Congress of Vienna was to encourage feelings of \_\_\_\_\_ that would ultimately lead to revolution in some countries.

CHAPTER  
**24**

Section 1

GUIDED READING

# Latin American Peoples Win Independence

**A. Recognizing Facts and Details** As you read this section, fill out the chart below to help you better understand why and how Latin Americans fought colonial rule.

## Independence for Haiti

| Reasons                                                          | Strategy                                                                             |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1. Why did slaves in the French colony of Saint-Domingue revolt? | 2. What events led up to General Dessalines's declaration of independence for Haiti? |

## South American Wars of Independence

| Reasons                                                                 | Strategy                                                                                                |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 3. How did events in Europe lead to revolution in the Spanish colonies? | 4. What tactics did José de San Martín and Simón Bolívar use to defeat Spanish forces in South America? |

## End of Spanish Rule in Mexico

| Reasons                                                      | Strategy                                                                                  |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 5. What is the significance of the <i>grito de Dolores</i> ? | 6. What role did Indians, mestizos, and creoles play in Mexico's independence from Spain? |

**B. Writing Expository Paragraphs** On the back of this paper, explain the divisions within Latin American colonial society. In your writing, use the following terms:

*peninsulares*      *creoles*      *mulattos*

CHAPTER

24

GUIDED READING

Europe Faces Revolutions

Section 2

**A. Perceiving Cause and Effect** As you read about uprisings in Europe, make notes in the chart to explain the outcomes of each action listed.

|                                                                                                                 |   |  |
|-----------------------------------------------------------------------------------------------------------------|---|--|
| 1. French citizens' armies win their revolution for liberty and equality.                                       | → |  |
| 2. Greeks revolt against the Ottoman Turks.                                                                     | → |  |
| 3. Nationalist groups in Budapest, Prague, and Vienna demand independence and self-government.                  | → |  |
| 4. Charles X tries to set up an absolute monarchy in France.                                                    | → |  |
| 5. Paris mobs overthrow monarchy of Louis-Philippe.                                                             | → |  |
| 6. Louis-Napoleon Bonaparte is elected president of France and later assumes the title of Emperor Napoleon III. | → |  |
| 7. In the Crimean War, Czar Nicholas I threatens to take over part of the Ottoman Empire.                       | → |  |
| 8. Alexander II issues the Edict of Emancipation.                                                               | → |  |

**B. Using Context Clues** On the back of this paper, define the following terms:

conservatives

liberals

radicals

nationalism

nation-state

**CHAPTER**  
**24**

## Section 3

## GUIDED READING

*Nationalism*  
*Case Study: Italy and Germany*

**A. Drawing Conclusions** As you read this section, take notes to answer questions about nationalism as a force for disunity and unity.

**How did nationalism lead to the breakup of these empires?**

1. Austro-Hungarian

2. Russian

3. Ottoman

**How did each of the following help unify Italy?**

4. Camillo di Cavour

5. Giuseppe Garibaldi

6. King Victor Emmanuel

**How did each of the following lead to German unification?**

7. policy of realpolitik

8. Seven Weeks' War

9. Franco-Prussian War

**B. Recognizing Main Ideas** On the back of this paper, explain how **Otto von Bismarck** brought about the crowning of King William I of Prussia as **kaiser** of the Second Reich.

**CHAPTER**  
**24****Section 4****GUIDED READING** *Revolutions in the Arts*

**A. Recognizing Facts and Details** As you read this section, take notes to answer questions about the artistic and intellectual movements of the 1800s.

**Nationalism ushers in a romantic movement in arts and ideas.**

|                                                                        |                                                               |
|------------------------------------------------------------------------|---------------------------------------------------------------|
| 1. How did the ideas of romanticism contrast with Enlightenment ideas? | 2. How were the ideas of romanticism reflected in literature? |
| 3. How was romanticism reflected in art?                               | 4. How did romanticism affect the music of the time?          |

**Realism in art and literature replaces romantic idealism.**

|                                                                      |                                                                      |
|----------------------------------------------------------------------|----------------------------------------------------------------------|
| 5. What trends or events led to a shift from romanticism to realism? | 6. How did photography exemplify the art of the new industrial age?  |
| 7. What were some themes common to realist novels?                   | 8. What did realist novelists hope to accomplish with their exposés? |

**B. Writing Descriptive Paragraphs** On the back of this paper, define **impressionism** and describe the impressionist painting by Claude Monet on page 703 of your textbook.

**CHAPTER**  
**24****BUILDING VOCABULARY*****Nationalist Revolutions  
Sweep the West***

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. In the late 1700s, people who had been born in Spain formed the top of Spanish-American society and were called (a) *peninsulares* (b) conservatives (c) mulattos.
2. The creole general who won independence for Colombia and Venezuela was (a) José de San Martín (b) Miguel Hidalgo (c) Simón Bolívar.
3. The creole general who won Chile's independence was (a) José de San Martín (b) Miguel Hidalgo (c) Simón Bolívar.
4. The school of political thought that favored giving more power to elected parliaments, but with only the educated and the landowners voting, was called (a) conservative (b) liberal (c) radical.
5. The belief that people's greatest loyalty should not be to a king or an empire but to a nation of people who share a common culture and history is called (a) nationalism (b) *realpolitik* (c) Russification.
6. The German ruler who was a master of *realpolitik*, meaning "the politics of reality," was (a) Louis-Napoleon (b) Alexander II (c) Otto von Bismarck.

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. Two early leaders of the independence movement in Mexico were Padre Miguel Hidalgo and Padre José María Morelos.  
\_\_\_\_\_
- \_\_\_\_ 2. The Junkers were radical Prussians who wanted to form an independent, democratic Germany.  
\_\_\_\_\_
- \_\_\_\_ 3. The drive for independence in Latin America was led by creoles, who were at the bottom of the social ladder.  
\_\_\_\_\_
- \_\_\_\_ 4. Camillo di Cavour, the prime minister of Piedmont-Sardinia, worked to unify Italy and make it a nation.  
\_\_\_\_\_

**C. Writing** Write a paragraph identifying the following movements and explaining how they were reflected in painting.

romanticism      realism      impressionism





CHAPTER  
**24**

**GEOGRAPHY APPLICATION: MOVEMENT**

# Languages Fuel Nationalism

**Section 3**

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

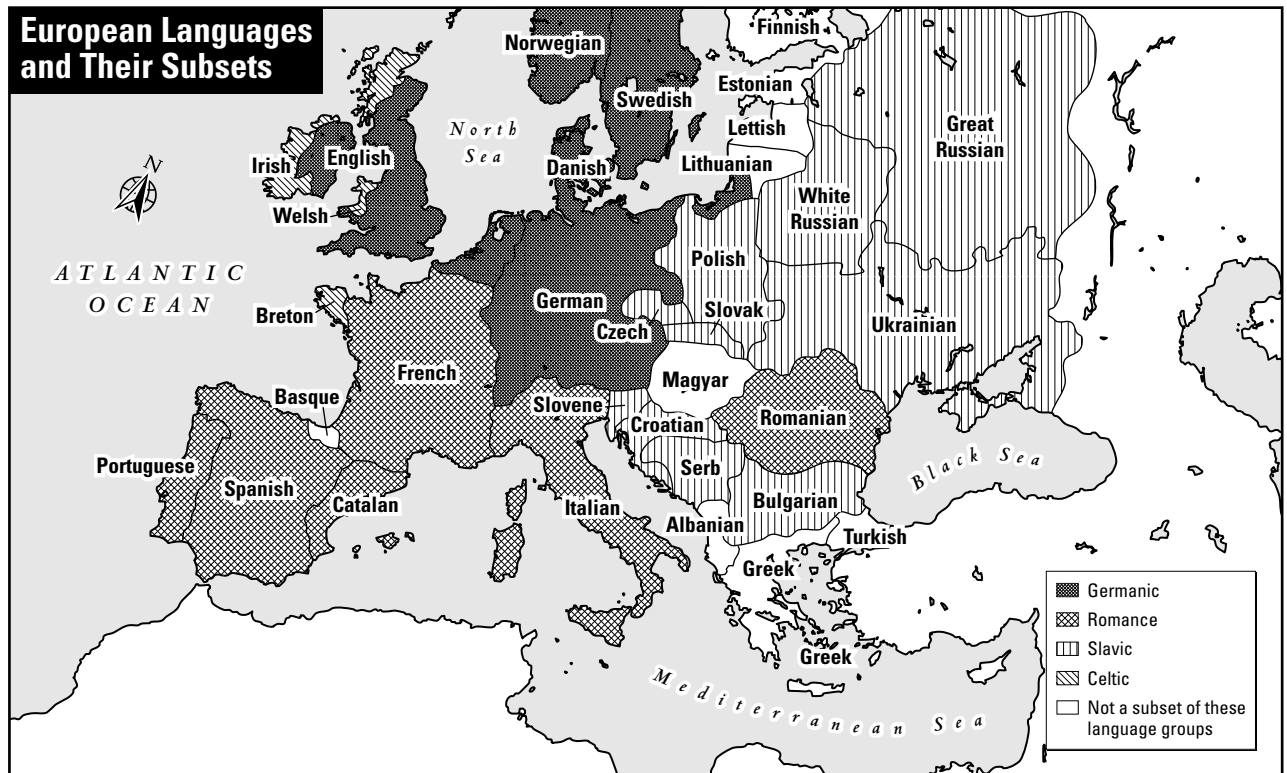
The languages of Europe are divided into four main families—Celtic, Germanic, Romance, and Slavic. Nationalists, people who believed that people of a common ancestry should unite under a single government, often used common language as a tool to achieve their goal.

In central Europe, the idea of a national language sparked ideas of forming one nation. The German people, though divided into many different states and principalities, became obsessed with national unity. Jakob and Wilhelm Grimm, famous for *Grimm's Fairy Tales*, traveled throughout Germany studying dialects and collecting folk tales in the hopes of creating a sense of German identity.

In southeastern Europe, Slavic patriots began a movement to preserve their cultures and foster national identities. These patriots collected folk

tales, studied languages, compiled dictionaries, and wrote books in their native tongues. For example, in a region that was to become Romania, a man named George Lazar began teaching the history of Romania in Romanian—much to the surprise of the upper class, who still spoke Greek. In addition, a Serb patriot, Vuk Karajich, published *Popular Songs and Epics of the Serbs*, formed a Serb alphabet, and translated the New Testament into Serbian.

However, the efforts of these nationalists to help create a sense of national unity sometimes had mixed results. Germany benefited from the unifying elements of language, as the German people formed one country in 1871. On the other hand, the multitude of languages and dialects of the Slavic peoples in southeastern Europe have probably helped keep these peoples divided.



**Interpreting Text and Visuals**

1. Name the four major language families in Europe. \_\_\_\_\_

\_\_\_\_\_

In what part of Europe is each of the language families found? \_\_\_\_\_

\_\_\_\_\_

2. To what major language family does English belong? \_\_\_\_\_

\_\_\_\_\_

3. What part of Europe—eastern or western—has the greater number of languages in one language family? \_\_\_\_\_

\_\_\_\_\_

To what family do most of these languages belong? \_\_\_\_\_

\_\_\_\_\_

Name five of these languages. \_\_\_\_\_

\_\_\_\_\_

4. What seems unusual about Romania being in the romance language family? \_\_\_\_\_

\_\_\_\_\_

5. How might language help to divide people and prevent them from forming their own country? \_\_\_\_\_

\_\_\_\_\_

Examine the map again. In what part of Europe might that have happened? \_\_\_\_\_

6. How might language unite people and help them to form their own country? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Examine the map again. In what part of Europe might that have happened? \_\_\_\_\_

CHAPTER  
**24**

Section 1

**PRIMARY SOURCE** *from* **Proclamation of 1813**  
by Simón Bolívar

*Venezuela declared its independence from Spain in 1811. However, Spain regained control of the country by July of 1812. Simón Bolívar fled to New Granada—present-day Colombia—to continue the fight against Spain. Chosen to lead an army to drive the Spanish from Venezuela, Bolívar issued this proclamation in June 1813. He appealed to Venezuelans in the city of Trujillo for support in liberating Venezuela from Spanish rule. By August, Bolívar's army captured the capital, and Venezuela gave Bolívar the title of liberator. According to the proclamation, what was Bolívar's mission?*

Venezuelans: An army of your brothers, sent by the Sovereign Congress of New Granada has come to liberate you. Having expelled the oppressors from the provinces of Mérida and Trujillo, it is now among you.

We are sent to destroy the Spaniards, to protect the Americans, and to reestablish the republican governments that once formed the Confederation of Venezuela. The states defended by our arms are again governed by their former constitutions and tribunals, in full enjoyment of their liberty and independence, for our mission is designed only to break the chains of servitude which still shackle some of our towns, and not to impose laws or exercise acts of dominion to which the rules of war might entitle us.

Moved by your misfortunes, we have been unable to observe with indifference the afflictions you were forced to experience by the barbarous Spaniards, who have ravished you, plundered you, and brought you death and destruction. They have violated the sacred rights of nations. They have broken the most solemn agreements and treaties. In fact, they have committed every manner of crime, reducing the Republic of Venezuela to the most frightful desolation. Justice therefore demands vengeance, and necessity compels us to exact it. . . .

Despite our just resentment toward the iniquitous Spaniards, our magnanimous heart still commands us to open to them for the last time a path to reconciliation and friendship; they are invited to live peacefully among us, if they will abjure their crimes, honestly change their ways, and cooperate with us in destroying the intruding Spanish government and in the reestablishment of the Republic of Venezuela.

Any Spaniard who does not, by every active and effective means, work against tyranny in behalf of this just cause, will be considered an enemy and

punished; as a traitor to the nation, he will inevitably be shot by a firing squad. On the other hand, a general and absolute amnesty is granted to those who come over to our army. . . .

And you Americans who, by error or treachery, have been lured from the paths of justice, are informed that your brothers, deeply regretting the error of your ways, have pardoned you as we are profoundly convinced that you cannot be truly to blame, for only the blindness and ignorance in which you have been kept up to now by those responsible for your crimes could have induced you to commit them. Fear not the sword that comes to avenge you and to sever the ignoble ties with which your executioners have bound you to their own fate. You are hereby assured, with absolute impunity, of your honor, lives, and property. The single title, "Americans," shall be your safeguard and guarantee. Our arms have come to protect you, and they shall never be raised against a single one of you, our brothers. . . .

Spaniards and Canary Islanders, you will die, though you be neutral, unless you actively espouse the cause of America's liberation. Americans, you will live, even if you have trespassed.

*from* Vincente Lecuna and Harold A. Bierck, eds., *Selected Writings of Bolívar* (New York: Colonial Press, 1951), Vol. I, 31–32. Reprinted in Peter N. Stearns, ed., *Documents in World History* (New York: Harper Collins Publishers, 1988), 89–90.

## Discussion Questions

### *Recognizing Facts and Details*

1. What did Bolívar hope to accomplish?
2. According to the proclamation, why were Venezuelans justified in rebelling against Spain?
3. **Making Judgments** Do you think Bolívar's policies in dealing with the Spanish and the Americans were fair? Why or why not?



## Section 2

**PRIMARY SOURCE** *Letter to Thomas Moore*  
from George Gordon, Lord Byron

*The English romantic poet George Gordon, Lord Byron volunteered as a soldier for the Greek cause during the war for Greek independence against the Ottoman Turks. Byron wrote this letter to his friend Thomas Moore, an Anglo-Irish poet, about six weeks before his death at Missolonghi on April 19, 1824. According to Byron's letter, what hardships did he face during wartime?*

Missolonghi, Western Greece, March 4, 1824  
My dear Moore,

Your reproach is unfounded—I have received two letters from you, and answered both previous to leaving Cephalonia. I have not been “quiet” in an Ionian island, but much occupied with business, as the Greek deputies (if arrived) can tell you. Neither have I continued *Don Juan*, nor any other poem. You go, as usual, I presume, by some newspaper report or other.

When the proper moment to be of some use arrived I came here; and am told that my arrival (with some other circumstances) has been of, at least, temporary advantage to the cause. I had a narrow escape from the Turks, and another from shipwreck, on my passage. On the 15th (or 16th) of February I had an attack of apoplexy, or epilepsy—the physicians have not exactly decided which, but the alternative is agreeable. My constitution, therefore, remains between the two opinions, like Mahomet's sarcophagus between the magnets. All that I can say is, that they nearly bled me to death, by placing the leeches too near the temporal artery, so that the blood could with difficulty be stopped, even with caustic. I am supposed to be getting better, slowly, however. But my homilies will, I presume, for the future, be like the Archbishop of Grenada's—in this case, “I order you a hundred ducats from my treasurer, and wish you a little more taste.”

For public matters I refer you to Colonel Stanhope's and Capt. Parry's reports and to all

other reports whatsoever. There is plenty to do—war without, and tumult within—they “kill a man a week,” like Bob Acres in the country. Parry's artificers have gone away in alarm, on account of a dispute in which some of the natives and foreigners were engaged, and a Swede was killed, and a Suliote wounded. In the middle of their fright there was a strong shock of an earthquake; so, between that and the sword, they boomed off in a hurry, in despite of all dissuasions to the contrary. A Turkish brig run ashore, etc., etc., etc.

You, I presume, are either publishing or meditating that same. Let me hear from and of you, and believe me, in all events,

Ever and affectionately yours,  
N. B.

from W. H. Auden, ed., *George Gordon, Lord Byron: Selected Poetry and Prose* (New York: The New American Library, 1966), 189–190.

## Activity Options

1. **Recognizing Point of View** As Thomas Moore, write a letter to your friend Byron in which you inquire about his health, his poetry, his role in the Greek war for independence, and so forth. Share your letter with classmates.
2. **Using Sequential Order** Make a time line to illustrate what happened to Byron after he left Cephalonia. List events that are mentioned in this letter in chronological order.

CHAPTER  
**24**

Section 3

PRIMARY SOURCE

# Proclamation of 1860

by Giuseppe Garibaldi

*Giuseppe Garibaldi, an Italian nationalist, issued this proclamation before he left on a successful military expedition in May 1860 to liberate Sicily, the first step toward unifying southern Italy. How did Garibaldi try to persuade Italians to fight for Italy's independence?*

The Sicilians are fighting against the enemies of Italy, and for Italy. To furnish them with money and with arms, and to bring them the aid of his strong right arm, such is the duty of every Italian. The spirit of discord and the indifference of any one province to the fate of her neighbour are the things that have been at the bottom of the misfortunes of Italy.

The salvation of Italy began on the day on which the sons of the same soil rushed forward to defend their brothers when in danger.

If we abandon these brave children of Sicily and leave them to their fate, they will have to fight against the mercenaries of the Bourbon, plus those of Austria and those of the priest who reigns in Rome.

Let the people of the liberated provinces lift high their voices in championing the cause of their brothers who are fighting! Send your generous youth where the battle is for the Motherland!

Let the Marches, and Umbria, and Sabina, and the Roman Campania, and the land of Naples rise, so as to bring division into the forces of our enemy!

If the towns do not offer sufficient support to the insurrection, let the more determined of you range the country in bands.

A brave man can always find arms! In the name of God, do not listen to the cowards who parade before their richly laden tables!

Let us arm! Let us fight for our brothers! Tomorrow, we shall fight for ourselves.

A little band of brave men who follow me on the country's battlefields are marching to the rescue

along with me. Italy knows them: they appear whenever the tocsin of danger sounds. Noble and generous comrades! they have consecrated their lives to their country. They will give to her their last drop of blood, seeking no other reward save that of having done their duty, and that a clear conscience may abide with them.

"Italy and Victor Emmanuel!" This, our battle-cry when crossing the Ticino, will echo to the fiery rocks of [AE]tna. To this cry, prophetic of combat, and borne along by Italy's lofty mountains as far as the Tarpeian rock, the tottering throne of tyranny will crash. All, then, will rise as one man!

To arms! At one blow, let us end the sufferings of centuries. Let us prove to the world that it was indeed in this land that the sturdy race of ancient Romans once lived.

*from Alexandre Dumas, ed., The Memoirs of Garibaldi (New York: D. Appleton and Company, 1931), 359.*

## Discussion Questions

### Recognizing Facts and Details

1. According to Garibaldi, what did the embattled Sicilians need to fight Italy's enemies?
2. Why did Garibaldi think Italians should volunteer to help the Sicilians?
3. **Recognizing Propaganda** Propaganda is the use of slanted information to further one's own cause or damage an opponent's cause. What are two examples of propaganda in Garibaldi's proclamation?





## Section 3

## PRIMARY SOURCE Nationalist Speech

### by Otto von Bismarck

*On April 1, 1895, German nationalist Otto von Bismarck delivered a speech to a delegation of students in Friedrichsruh on his 80th birthday. He reviewed key events that led to the unification of Germany and promoted the idea of German unity. As you read part of this speech, consider his hopes and dreams for future generations of Germans.*

Gentlemen! I have just heard from the lips of your teachers, the leaders of higher education, an appreciation of my past, which means much to me. From your greeting, I infer a promise for the future, and this means even more for a man of my years than his love of approbation. You will be able, at least many of you, to live according to the sentiments which your presence here today reveals, and to do so to the middle of the next century, while I have long been condemned to inactivity and belong to the days that are past. I find consolation in this observation, for the German is not so constituted that he could entirely dismiss in his old age what in his youth inspired him. Forty and sixty years hence you will not hold exactly the same views as today, but the seed planted in your young hearts by the reign of Emperor William I will bear fruit, and even when you grow old, your attitude will ever be German national because it is so today. . . .

We had to win our national independence in difficult wars. The preparation, the prologue, was the Holstein war. We had to fight with Austria for a settlement; no court of law could have given a decree of separation; we had to fight. That we were facing French war after our victory at Sadowa could not remain in doubt for anyone who knew the conditions of Europe. . . . After the war had been waged everybody here was saying that within five years we should have to wage the next war. This was to be feared it is true, but I have ever since considered it to be my duty to prevent it. We Germans had no longer any reason for war. We had what we needed. To fight for more, from a lust of conquest and for the annexation of countries which were not necessary for us always appeared to me like an atrocity; I am tempted to say like a Bonapartistic and a foreign atrocity, alien to the Germanic sense of justice. . . .

The men who made the biggest sacrifices that the empire might be born were undoubtedly the German princes, not excluding the king of Prussia.

My old master hesitated long before he voluntarily yielded his independence to the empire. Let us then be thankful to the reigning houses who made sacrifices for the empire which after the full thousand years of German history must have been hard for them to make. . . .

I would then—and you will say I am an old, conservative man—compress what I have to say into these words: Let us keep above everything the things we have, before we look for new things, nor be afraid of those people who begrudge them to us. In Germany struggles have existed always. . . . Life is a struggle everywhere in nature, and without inner struggles we end by being like the Chinese, and become petrified. No struggle, no life! Only, in every fight where the national question arises, there must be a rallying point. For us this is the empire, not as it may seem to be desirable, but as it is, the empire and the emperor, who represents it. That is why I ask you to join me in wishing well to the emperor and the empire. I hope that in 1950 all of you who are still living will again respond with contented hearts to the toast.

**LONG LIVE THE EMPEROR AND THE EMPIRE!**

*from Louis L. Snyder, The Blood and Iron Chancellor: A Documentary—Biography of Otto von Bismarck (Princeton, N.J.: D. Van Nostrand Company, Inc., 1967), 375–378.*

### Activity Options

1. **Recognizing Point of View** Discuss Bismarck's thoughts about German nationalism with a group of classmates. Then compare Bismarck's ideas with the nationalist sentiments of Bolívar (page 63) and Garibaldi (page 65).
2. **Using Aural Stimuli** Deliver this speech excerpt to the class. Try to use a tone of voice and a rate of speaking that will most effectively convey Bismarck's message.

CHAPTER  
**24**

Section 1

LITERATURE SELECTION *from All Souls' Rising*  
by Madison Smartt Bell

*All Souls' Rising by American author Madison Smartt Bell is a novel about Toussaint L'Ouverture and Haiti's liberation from European rule. This excerpt from the novel's prologue, which is narrated by a French sailor, takes place on board ship after Toussaint has been captured and is being sent to prison in France. Like other Latin American colonies, Haiti was strictly divided into social classes based on birth; the narrator takes great pains to describe the ancestry of Toussaint and his company. What are the narrator's overall impressions of Toussaint?*

June 15, 1802

Aboard *Le Héros*

The weighing of our anchor with this morning's tide brought me a lightening of my heart. These last few days we've been in port were most uneasy, owing to rumors of renewed disturbances, perhaps a more serious revolt, to be inspired by the deportation of the brigand chief Toussaint, our passenger and prisoner. All factions in the city of Le Cap or what remains of it are once again aroused against one another. As for the harbor itself, it is alive with sharks, which feed most avidly upon the flesh of those who take the losing part in struggles on the shore.

Thus I was greatly comforted to see us well away, to stand on the stern with the breeze freshening in my face, watching the broken soot-stained ruins sink rapidly enough to the horizon. The town of Le Cap has twice been burned to the ground these last ten years, but even at the height of its ostentation it could not, when seen at such a distance, have seemed any more than a most precarious foothold on this savage shore. Rounding the cape, I see that city give way to rocky escarpments plunging vertically into the waves, and above these the incomprehensible blankness of the forests or, where the trees are cut, the peaks standing out as bare and sharp as needles' points. My sojourn here was brief but more than long enough to satisfy me. Here no enterprise has managed to achieve a good result—the hand of civilized man has done no more than make of a wilderness a desert. Perhaps before Columbus landed, it was some sort of savage Eden here. I believe it would have been better for all if he had never come.

As we set sail, there stood near me, among my fellow officers of the ship, some members of the company of the renegade slave Toussaint, though

that gentleman himself remained carefully sequestered, under guard in his cabin below. The others of his party had so far the freedom of the ship, and I observed them closely as I might, with some thought of indicting their descriptions, though for what audience I do not know.

The eldest (and by far the blackest) of the women is Suzanne, the wife of Toussaint. She is said to be older than he and showed her years, appearing confused at moments, appearing not to know just where she found herself or how she came there. But for the richness of her dress (which was, however, modest) she might easily have been taken for any ordinary household servant in the colony. The three young mulattresses in her train (a niece, a daughter-in-law, and a companion as I gathered) struck me as rather more *soignées*, wrapped in that thin layer of hastily acquired sophistication with which one often meets in women of their type.

The lightest of the men is Toussaint's eldest son, Placide, though as our Captain Savary has suggested there are some doubts as to his parentage, suspicion that he may be an illegitimate child of Suzanne's prior to the marriage (yet Toussaint acknowledges and indeed is said to favor him). His light color may have occasioned this speculation, though often the Aradas, from which tribe Toussaint is extracted, are similarly light or of a reddish hue.

As for the two younger sons, Isaac and Jean, it is plain at a glance that they are full-blooded Negroes. The former wears a most extravagant uniform, every inch of it bedizened with gold braid and rosettes, complete with an enormous sword, the tip of it dragging the boards of the deck, whose bearer appears to have no notion of its use. The hilted weapon seems only to encumber the natural movement of his hands along his sides. With all its meaningless pomp this uniform shows marked



signs of wear, hard wear at that, and Isaac seems to sulk inside it—a bedraggled peacock, caught in a rainstorm.

I have heard, from Captain Savary and others, that this uniform was the personal gift of Bonaparte to Toussaint's second son. Placide was presented with another like it, on the same occasion, but no longer wears it.

The eighth and last of the party looks a miscellany of ill-assembled and badly chosen parts, being overly tall, gangly, poorly proportioned and clumsy in all respects, all thumbs and elbows. His neck is elongated, with a busy Adam's apple the size of a garden spade, and, above, his head appears ridiculously small. He rolls his eyes and stutters when he speaks, and his outsized, long-fingered hands creep about all over his person like great agitated spiders the while. This singular creature is Toussaint's valet, known by the fanciful appellation of Mars Plaisir. For the moment, he cannot practice his intended vocation, since Toussaint is held strictly apart from all this retinue, not permitted to see any of his retainers or even any member of his family. A pointless severity, I should think, yet I would willingly be deprived of the attentions of a Mars Plaisir. In almost any European village I would expect a creature such as he to be set upon and stoned to death.

Now the very thought of Europe makes me puzzle at my enterprise, for these notes are addressed to no one, nor could I find opportunity to send them anywhere at all these next six weeks at sea. Yet I continue, for there have been other curiosities this day. At even (his family and retainers being at table below), Toussaint was fetched on deck to take the air, under guard of two dragoons detached from Captain-General Leclerc's expedition. Those soldiers seemed to tower over him, for he is only a small Negro man and unremarkable at first glance, more noteworthy for the incongruity of his dress than for any distinguishing feature of his person. He wore a loose white shirt or smock, coarsely woven and open at the neck, over tight trousers from a military uniform, and a pair of high cavalry boots. There was a kerchief bound over his head, and I remembered hearing that Toussaint affected such a covering, not only in his *déshabillé* but often even on occasions of state.

I had the watch, but the sea was calm and the sky clear, with the first stars just beginning to emerge, and I approached a little nearer. He did

not seem at all aware of my proximity, but stood near the stern rail to stare most intently down at the water (there being no longer any land in view). Not knowing what to say to him, or if I ought to speak at all, I was silent for some minutes before inquiring, what it might be that he was so carefully regarding.

And here the sentinel's attention abruptly returned to his charge, and he undertook to prevent our conversation, but I overrode him, repeating my question and adding to it, whether Toussaint was looking back toward the island of which he had lately been master, and whether he regretted it.

At this, Toussaint turned half toward me and looked at me with half a smile, but without immediately speaking. I suppose he must have gone a lengthy while without much benefit of human discourse. Still, there was a sort of slyness in that smile. His lips were full and heavy, his teeth long and yellow; he lacked an eyetooth on the left side. The jaw long and slung far forward, stretching and lowering the deep oval of his face. His nose was long also and typically flat, but his forehead was high and his eyes, with their yellowing whites, were large and expressive—his best feature. All in all, a most arresting ugliness.

He was smaller than I somehow had expected, standing no higher than my breastbone. His disproportionately long trunk was set on little bandy legs—undoubtedly he would appear to best advantage on horseback. Some grizzled hair appeared at his shirt's neck, and the gray pigtail hanging from under the kerchief was fastened with a bit of frayed red ribbon. I would have put him in the middle fifties. He was narrow-hipped and distinctly thin, though not to the point of frailty—his arms were disproportionately thick and muscular.

He returned my looks, taking my measure also it may be, and then resumed his staring at the water.

"*Guinée*," he said, but so softly I scarce caught the word at all.

"Africa?" I said, with some surprise.

Of course he was not looking in the right direction, but one would hardly expect him to be a master of geography, outside of the colony. He is himself a Creole and I believe this must have been the first time he had ever been to sea. I found that my gaze was drawn after his; he continued to inspect the surfaces of the ocean for some time before he spoke. The water had taken on a red metallic glimmer from the light of the setting sun.

"Guinée, on dit, se trouve in bas de l'eau." Still Toussaint kept his eyes fixed on the water. *They say that Africa is at the bottom of the ocean.*

"But you are a Christian," I said, for I was again surprised, though it was not the first time I had heard of this belief. One often finds the slavers complaining of it—how their new-bought slaves will fling themselves off the ships in droves, believing that they may pass beneath the ocean to regain their original homes in Africa.

Toussaint glanced up at me with the same sly smile. "Of course I am a Christian," he said, "but I should like to see Africa all the same."

Our colloquy could not continue past that point, for the dragoons quite brusquely led him away. Improbable as it is that anyone aboard should enter into conspiracy with such a one as he, his reputation for cunning is sufficient that his guard evidently has been ordered to permit that he converse with no one.

Unfortunate fellow, I should not suppose him likely ever to see Africa—not, at least, in this lifetime.

It was well past dark when I was relieved of my watch, and in groping along through the darkness below toward my own repose I must pass the cabin where Toussaint was held secure. Going along the passage, I heard a voice coming from behind the door, and (the sentinel having absented himself, perhaps to the jakes) I paused to listen. The occupant was reading in a loud sonorous voice, this passage from the end of Deuteronomy:

*And Moses went up from the plains of Moab under the mountains of Nebo, to the top of Pisgah, that is over against Jericho. And the Lord showed him all the land of Gilead, unto Dan.*

*And all Naphtali, and the land of Ephraim, and Manasseh and all the land of Judah, unto the utmost sea.*

*And the south, and the plain of the valley of Jericho, the city of palm trees, unto Zoar.*

*And the Lord said unto him, This is the land which I swear unto Abraham, unto Isaac, and unto Jacob, saying, I will give it unto thy seed: I have caused thee to see it with thine eyes, but thou shalt not go thither.*

*So Moses the servant of the Lord died there in the land of Moab, according to the word of the Lord.*

*And he buried him in a valley in the land of Moab, over against Bethpeor, but no man knoweth his sepulchre unto this day.*

*And Moses was a hundred and twenty years old when he died. His eye was not dim, nor his natural force abated.*

*And the children of Israel wept for Moses in the plains of Moab thirty days: so the days of weeping and mourning for Moses were ended.*

Here Toussaint stopped, and after a little period of silence began again but in a lower and less certain tone, a murmur unintelligible to me—perhaps it was a prayer. This was for all the world like a regular church service, though with the one man playing the roles of both priest and communicant.

I took my way toward my own berth, but sleep continues to elude me, though the hour is late. Therefore I write—to no one. The wind has risen and the seas run higher than they did at sunset, so that the lamp swings like a pendulum on its chain; it blots my page with shadow, and then once more returns its light. Though the ship is densely packed with men and I can hear my fellows snoring, I feel myself much alone this night.

Out of the groaning of the ship's timbers come again the words that Captain Savary repeated to a few of us at table: a sentence he claimed Toussaint had spoken when first taken onto the ship. *En me reversant, on n'a abattu à Saint-Domingue que le tronc de l'arbre de la liberté des noirs; il poussera par les racines, parce qu'elles sont profondes et nombreuses.* [In overthrowing me, you have done no more than cut the trunk of the tree of black liberty in Saint Domingue—it will spring back from the roots, for they are numerous and deep.]

## Research Option

### Using Research in Writing

Use the Internet, an encyclopedia, and books about Haiti to find out more about Toussaint L'Ouverture. Write a brief biographical sketch and share it with your classmates. Then discuss how your findings compare with the fictional portrait of Toussaint in this excerpt.

CHAPTER  
24

## HISTORYMAKERS

# Simón Bolívar

## *The Liberator*

## Section 1

*"The bonds that united us to Spain have been severed."—Bolívar, The Letter from Jamaica (1814)*

Simón Bolívar led his people's fight for independence from Spain. He envisioned the formation of a single country extending from present-day Venezuela to modern Bolivia. However, his plans clashed with those of his followers, and the grand nation he dreamed of creating fell apart.

Bolívar was born in 1783 to a wealthy family from the colony of Venezuela. His education included several years of study in Europe. While there, he married, but soon after the couple reached South America his wife died of yellow fever.

Bolívar then returned to Europe and met with several important thinkers and politicians. One of them told Bolívar that the Spanish-American colonies had vast resources that could make them powerful—if only they could become free of Spanish control. Bolívar returned to South America and joined the movement for independence.

In 1810, a group of rebels in Venezuela removed the Spanish governor from office and took control. The next year Venezuela declared itself independent. By 1813, Bolívar commanded the army. In 1814, however, the Spanish fought back and defeated his troops, forcing him to flee the country.

During Bolívar's exile, he called for all Spanish colonies to rise against European rule to "avenge three centuries of shame." In 1814, he wrote a famous call to arms, *The Letter from Jamaica*, which outlined a plan to create republics reaching from Mexico to Argentina and Chile. Unable to win British or American support, he turned to Haiti. With money and guns from this newly independent republic, he returned to Venezuela to face the largest army Spain had ever sent across the Atlantic.

From 1815 to 1817, neither side won any decisive battles. However, Bolívar began to build the foundation of victory. He declared the end of slavery to be one of his goals, thus winning wider support. He made alliances with two groups of guerrilla soldiers, who harassed the Spanish army. He also hired veteran European troops. Then in 1819, he devised a daring plan to cross the Andes Mountains and surprise the Spanish. His army of 2,000 first had to cross the hot jungles of the Orinoco River

and then the freezing mountain passes. Many died, but Bolívar's army was strong enough to defeat the Spanish in four different battles.

Bolívar returned to the city of Angostura, Venezuela, and joined a congress working on forming the new government. With his urging, members voted to create the republic of Gran Colombia, which would include modern Colombia, Ecuador, and Venezuela. "The lessons of experience should not be lost on us," he said. Europe had too many countries that constantly fought each other. "A single government," he argued, "may use its great resources [to] lift us to the summit of power and prosperity." Bolívar was named president and military dictator of the new republic.

Bolívar won independence for Venezuela in 1821 and Ecuador in 1822. He freed Peru from Spain in 1824 and Upper Peru in 1825, which renamed itself Bolivia. He was president of Gran Colombia, Peru, and Bolivia. Bolívar hoped that these nations would unite and thus become stronger.

Others did not share this vision. Even Bolívar's closest allies in the fight for independence believed that there should be several countries, not one large one. By 1826, civil war had broken out. Two years later, Bolívar reacted to the crisis by declaring himself military dictator. Opponents attacked his palace and tried to assassinate him. The Liberator was now seen as an enemy of the state. Venezuela withdrew from Gran Colombia, and Ecuador followed. Finally, with his body wracked by tuberculosis and his heart sick over the conflict, Bolívar retired in 1830. He died later that year.

## Questions

1. **Perceiving Relationships** Was Bolívar a better military or political leader? Explain.
2. **Organizing Facts and Details** What lesson did Bolívar draw from European history? What did he suggest doing in South America to prevent this problem?
3. **Making Judgments** Would you say that Bolívar was a success or a failure? Explain.

**CHAPTER**  
**24****Section 4****HISTORYMAKERS****Ludwig van Beethoven**  
*Innovative Genius*

*"... My most prized possession, my hearing, has greatly deteriorated. . . . You will realize what a sad life I must now lead, . . . cut off from everything that is dear and precious to me."—Beethoven, letter to a friend (1801)*

Ludwig van Beethoven was a towering genius whose struggles in life gave his music great power. Born into the classical tradition, he launched the romantic movement. Where vocal music had been thought the greatest achievement that music could reach, he made instrumental music supreme. He did all this despite being completely deaf for the last ten years of his life.

Beethoven's struggles began early. His family became steadily poorer when his grandfather died and his father became an alcoholic. Beethoven had to leave school, and by age 18 he was supporting his family. He was a talented piano player, and music became his career and his life. He studied for two months with another musical genius, Wolfgang Amadeus Mozart, who proclaimed "this young man will make a great name for himself in the world."

In 1792, at age 22, Beethoven left his home in Germany for Vienna, Austria. At the time, Vienna was the center of European music. There were many different professional groups, and the wealthy nobles were an eager audience. Beethoven played the piano at concerts. He also composed music, writing for both the piano and the orchestra. These early pieces were similar to the classical style of music then in fashion.

Around 1800, Beethoven found he was growing deaf. He played fewer concerts and spent more of his time writing music. Each year, he spent the warmer months in a rural village. He took walks in the country, stopping only to jot down a new musical idea. His notes show that he worked on some pieces for many years. Parts of his famous Fifth Symphony were first written in 1804, but the symphony was not completed until 1808.

Beethoven's music became extremely popular. Critics praised his work, and wealthy nobles paid Beethoven to dedicate a piece to them. Starting in 1808—and until his death in 1827—he received an annual salary from several nobles so that he could devote himself to writing. His life was without luxury, however, and visitors might have thought him

poor. He never married, but after his death three letters that had never been sent were found addressed to a woman he called his "Immortal Beloved." Her identity has never been revealed.

In 1804, Beethoven launched a new style of music when he wrote his Third Symphony. It is called the *Eroica*, or heroic, symphony and was written on a grand scale. He dedicated the work to Napoleon. However, Beethoven, who supported republican government, removed the dedication in disgust after the French leader made himself emperor. Still, the piece reflects the great force of will that Napoleon brought to politics.

Beethoven produced many pieces, from piano music to string quartets to symphonies. His Sixth Symphony, called the *Pastoral*, was the first of a new kind of work called "program music." The composition was meant to tell a story. For example, light-hearted sections might suggest a pleasant day in the country, while darker, faster sounds might hint at a summer storm.

In his last 12 years, Beethoven hardly left his home at all. Complete deafness overtook him, and he could only communicate with friends by writing and reading notes. He wrote less music, but his new works were his most complex and moving yet. His crowning achievement was the Ninth Symphony, first performed in 1824. It combined an extra-large orchestra and a chorus, which ends the work by singing the stirring "Ode to Joy," a call for the fellowship of all people. At the performance, Beethoven turned the pages of the score for the conductor, keeping time with his foot. Unable to hear, he was unaware of the audience's enthusiastic applause.

**Questions**

1. **Recognizing Main Ideas** How did Beethoven suffer in his life?
2. **Making Inferences** How did Beethoven's work show the values of romanticism?
3. **Making Judgments** In what ways was Beethoven an innovator? Explain.

CHAPTER  
**24**

Section 3

CONNECTIONS ACROSS TIME AND CULTURES

*Bonds That Create a Nation-State*

THEMATIC CONNECTION:  
POWER AND AUTHORITY

*As you learned in Chapter 24, nationalism led to the formation of nation-states. In a nation-state, people are linked by such common bonds as government, culture, and history. What common bonds do people in the United States today share? Work with a partner to fill in the chart below. If you need help, consult an almanac or encyclopedia.*

| Common Bonds That Link the People of the United States Today |  |
|--------------------------------------------------------------|--|
| 1. Nationality:                                              |  |
| 2. Territory/Land:                                           |  |
| 3. Government:                                               |  |
| 4. Language:                                                 |  |
| 5. Religion:                                                 |  |
| 6. Culture:                                                  |  |
| 7. Economy:                                                  |  |
| 8. Other:                                                    |  |



**CHAPTER**  
**24****Section 1****RETEACHING ACTIVITY*****Latin American Peoples  
Win Independence***

**Determining Main Ideas** The following questions deal with struggles against colonial rule in Latin America. Answer them in the space provided.

1. Describe the class system in Latin American countries.

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2. What events and ideas helped bring about revolution in Latin America?

---

---

3. What was Simón Bolívar's role in the independence movement in the Spanish colonies?

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4. How did Brazil achieve independence?

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**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                       |                         |
|---------------------------------------------------------------------------------------|-------------------------|
| _____ 5. Men who had been born in Spain and were at the top of Latin American society | a. Creoles              |
| _____ 6. Spaniards born in Latin America                                              | b. Padre Miguel Hidalgo |
| _____ 7. Persons of mixed European and African ancestry                               | c. <i>peninsulares</i>  |
| _____ 8. Persons of mixed European and Indian ancestry                                | d. mestizos             |
| _____ 9. Venezuelan-born liberator of Spanish colonies in Latin America               | e. Simón Bolívar        |
| _____ 10. Priest who issued the <i>grito de Dolores</i>                               | f. mulattos             |



## RETEACHING ACTIVITY *Europe Faces Revolutions*

### Section 2

**Summarizing** Complete the chart below by summarizing information about the schools of political thought in Europe in the first half of the 1800s.

| Schools of Political Thought | Details |
|------------------------------|---------|
| Conservatives                | 1.      |
| Liberals                     | 2.      |
| Radicals                     | 3.      |

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                   |                   |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------|
| _____ 4. The belief that one should be loyal not to a king or an empire but to a nation of people who share a culture and history | a. the Balkans    |
| _____ 5. A nation with its own independent government                                                                             | b. Alexander II   |
| _____ 6. Region that includes all or part of present-day Greece, Albania, Bulgaria, Romania, Turkey, and the former Yugoslavia    | c. nationalism    |
| _____ 7. Nephew of Napoleon Bonaparte who became emperor of France in 1852                                                        | d. Louis-Napoleon |
| _____ 8. Czar who moved Russia toward modernization and social change                                                             | e. nation-state   |



CHAPTER  
**24**  
Section 3

RETEACHING ACTIVITY

*Nationalism Case Study:  
Italy and Germany*

**Determining Main Ideas** Write your answers in the blanks provided.

1. Powerful political idea of the 1800s that upset the balance of power in Europe:  
\_\_\_\_\_
2. Policy of forcing Russian culture on all ethnic groups in the Russian empire:  
\_\_\_\_\_
3. Sardinian prime minister who worked for Italian unification:  
\_\_\_\_\_
4. Leader of the Red Shirts who united the southern part of Italy with the Kingdom of Piedmont-Sardinia: \_\_\_\_\_
5. Very conservative members of Prussia's wealthy landowning class:  
\_\_\_\_\_
6. Prime minister under Wilhelm I: \_\_\_\_\_
7. Term applied to tough power politics with no room for idealism:  
\_\_\_\_\_
8. War between Austria and Prussia in 1866: \_\_\_\_\_
9. War between Prussia and France that was the final stage in German unification:  
\_\_\_\_\_
10. Title taken by King Wilhelm of Prussia during the Second Reich:  
\_\_\_\_\_



## Section 4

RETEACHING ACTIVITY *Revolutions in the Arts*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                   |                       |
|-------------------------------------------------------------------------------------------------------------------|-----------------------|
| _____ 1. Arts movement that had a deep interest in nature and the individual                                      | A. Goethe             |
| _____ 2. Freedom-fighter in Greece and leading romantic poet                                                      | B. photography        |
| _____ 3. Great German romantic writer                                                                             | C. romanticism        |
| _____ 4. Collected German fairy tales and created a dictionary and grammar of the German language                 | D. impressionism      |
| _____ 5. French romantic who wrote <i>The Hunchback of Notre Dame</i>                                             | E. Beethoven          |
| _____ 6. Wrote the early successful Gothic horror novel <i>Frankenstein</i>                                       | F. Victor Hugo        |
| _____ 7. Greatest romantic composer                                                                               | G. realism            |
| _____ 8. Innovation that became a tool for scientific investigation and led to the development of motion pictures | H. Charles Dickens    |
| _____ 9. Movement in art that reflected the growing political importance of the working class in the 1850s        | I. the Grimm brothers |
| _____ 10. Term for the first practical photographs                                                                | J. daguerreotypes     |
| _____ 11. Famous English realist novelist who wrote about London's working poor                                   | K. Byron              |
| _____ 12. Type of art that attempted to give the artist's impression of a subject or moment in time               | L. Mary Shelley       |

**CHAPTER**  
**25****Section 1****GUIDED READING***The Beginnings of  
Industrialization*

**A. Analyzing Causes and Recognizing Effects** As you read this section, make notes in the chart to explain how each factor listed contributed to an Industrial Revolution in Great Britain.

|                                                   |  |
|---------------------------------------------------|--|
| 1. Agricultural revolution                        |  |
| 2. Abundant natural resources                     |  |
| 3. Political stability                            |  |
| 4. Factors of production                          |  |
| 5. Technological advances in the textile industry |  |
| 6. Entrepreneurs                                  |  |
| 7. Building of factories                          |  |
| 8. Railroad boom                                  |  |

**B. Drawing Conclusions** On the back of this paper, define **enclosure** and **crop rotation** and explain how both paved the way for an agricultural revolution.

CHAPTER

25

Section 2

GUIDED READING

Industrialization

Case Study: Manchester

**A. Analyzing Causes and Recognizing Effects** As you read this case study, take notes to answer questions about how industrialization changed the way people lived and worked.

| What changes did industrialization bring about for the following groups of people? |  |
|------------------------------------------------------------------------------------|--|
| 1. Poor city dwellers                                                              |  |
| 2. Factory workers                                                                 |  |
| 3. Wealthy merchants, factory owners, shippers                                     |  |
| 4. Children                                                                        |  |
| 5. Lower middle class of factory overseers and skilled workers                     |  |
| 6. Large landowners and aristocrats                                                |  |

| What were the long-term consequences of the Industrial Revolution for each of the following? |              |
|----------------------------------------------------------------------------------------------|--------------|
| 7. The environment                                                                           | 8. Education |
|                                                                                              |              |

**B. Determining Main Ideas** On the back of this paper, define **urbanization** and **middle class** and explain how these terms relate to industrialization.

**CHAPTER**  
**25****Section 3****GUIDED READING** *Industrialization Spreads*

**A. Determining Main Ideas** As you read this section, take notes to answer the questions about industrialization in different parts of the world.

**Industrial development in the United States paralleled industrialization in Britain.**

1. What were some favorable conditions that sparked industrialization in both Britain and the United States?

2. What factors led to the great expansion of U.S. industry in the late 1800s?

**Industrialization eventually reached continental Europe.**

3. How did the Napoleonic wars affect the development of industry in Europe?

4. How would you characterize the expansion of industry throughout Europe during the early 1800s?

**Industrialization revolutionized every aspect of society worldwide.**

5. How did industrialization shift the world balance of power?

6. In what ways did industrialization benefit society?

**B. Drawing Conclusions** On the back of this paper, explain the reasons for the formation of **corporations**.

**CHAPTER**  
**25****Section 4****GUIDED READING** *Reforming the Industrial World*

**A. Determining Main Ideas** As you read about the age of reforms, take notes to answer the questions about the ideas of the philosophers and reformers of the Industrial Revolution.

| The Economic Philosophers | What were the basic ideas of each philosopher? |
|---------------------------|------------------------------------------------|
| 1. Adam Smith             |                                                |
| 2. Thomas Malthus         |                                                |
| 3. David Ricardo          |                                                |

| The Social Reformers                        | How did each reformer try to correct the ills of industrialization? |
|---------------------------------------------|---------------------------------------------------------------------|
| 4. John Stuart Mill                         |                                                                     |
| 5. Robert Owen                              |                                                                     |
| 6. Charles Fourier and Henri de Saint-Simon |                                                                     |
| 7. Karl Marx and Friedrich Engels           |                                                                     |
| 8. William Wilberforce                      |                                                                     |
| 9. Jane Addams                              |                                                                     |
| 10. Horace Mann                             |                                                                     |

**B. Analyzing Motives** On the back of this paper, explain why workers formed unions. Include the following terms in your writing.

laissez faire

union

collective bargaining

strike

CHAPTER  
**25**

**BUILDING VOCABULARY** *The Industrial Revolution*

**A. Completion** Select the term or name that best completes the sentence.

|                       |                   |                       |              |
|-----------------------|-------------------|-----------------------|--------------|
| Industrial Revolution | crop rotation     | factors of production | urbanization |
| enclosure             | industrialization | entrepreneur          | middle class |

- The process of developing machine production of goods is called \_\_\_\_\_.
- Land, labor, and capital are \_\_\_\_\_, or resources needed to produce goods and services.
- A person who organizes, manages, and takes on the risks of a business is an \_\_\_\_\_.
- The building of cities and the movement of people to cities is called \_\_\_\_\_.
- The greatly increased output of machine-made goods that began in England in the middle 1700s is called the \_\_\_\_\_.
- The \_\_\_\_\_ is a social class made up of skilled workers, professionals, businesspeople, and wealthy farmers.

**B. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

- A business owned by stockholders who share in its profits but are not personally responsible for its debts is a (a) factory (b) corporation (c) stock.
- The economic system in which the factors of production are privately owned and money is invested in business ventures to make a profit is called (a) capitalism (b) socialism (c) communism.
- The coauthor of *The Communist Manifesto* who described communism as a form of complete socialism in which the people own the means of production was (a) Adam Smith (b) Karl Marx (c) Jane Addams.
- The economic policy that favors a free market unregulated by government is called (a) utilitarianism (b) socialism (c) laissez faire.
- Large fields surrounded by fences or hedges, in which landowners experimented with seeding and harvesting methods to boost crop yields, were called (a) enclosures (b) stocks (c) entrepreneurs.
- The economic system in which the factors of production are owned by the public and operate for the welfare of all people is called (a) capitalism (b) utilitarianism (c) socialism.

**C. Writing** Write a brief diary entry of a teenaged American factory worker of the 1880s using the following terms.

factory      union      strike



**CHAPTER**  
**25****Section 4****SKILLBUILDER PRACTICE*****Developing Historical Perspective***

*When you view events and people from a historical perspective, you view them in the context of their times. You consider the conditions that existed and the attitudes that were commonly accepted at a certain time in history. You do not judge the past solely by the standards and values of today.*

*As you have read, the middle class rose in status and wealth as a result of the Industrial Revolution. The excerpt below is from a book published in 1842 counseling middle-class women on their proper role in society. Use historical perspective as you read the passage. Then answer the questions that follow. (See Skillbuilder Handbook)*

Domestic life is the chief source of her influence; and the greatest debt society can owe to her is domestic comfort: for happiness is almost an element of virtue; and nothing conduces more to improve the character of men than domestic peace. A woman may make a man's home delightful, and may thus increase his motives for virtuous exertion. . . .

Perhaps one of the first secrets of her influence is adaptation to the tastes, and sympathy in the feelings, of those around her. . . . It is for woman, not for man, to make the sacrifice, especially in indifferent matters. She must, in a certain degree, be

plastic herself if she would mould others. . . .

Nothing is so likely to [win over] the affections of the other sex as a feeling that woman looks to them for support and guidance. In proportion as men are themselves superior, they are accessible to this appeal. On the contrary, they never feel interested in one who seems disposed rather to offer than to ask assistance. There is, indeed, something unfeminine in independence. It is contrary to nature, and therefore it offends.

from Elizabeth Poole Sandford, *Woman in Her Social and Domestic Character* (Boston: Otis, Broaders, 1842).

1. According to the writer, what is the primary role of a middle-class woman? \_\_\_\_\_

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2. How do the writer's images of middle-class men and women reflect the attitudes and values of an expanding industrial society? \_\_\_\_\_

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3. The writer advises women to be dependent and ask assistance. How might such advice be viewed in today's society? \_\_\_\_\_

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**CHAPTER**  
**25**

**Section 2**

**GEOGRAPHY APPLICATION: MOVEMENT**

***British Population Moves to the Cities***

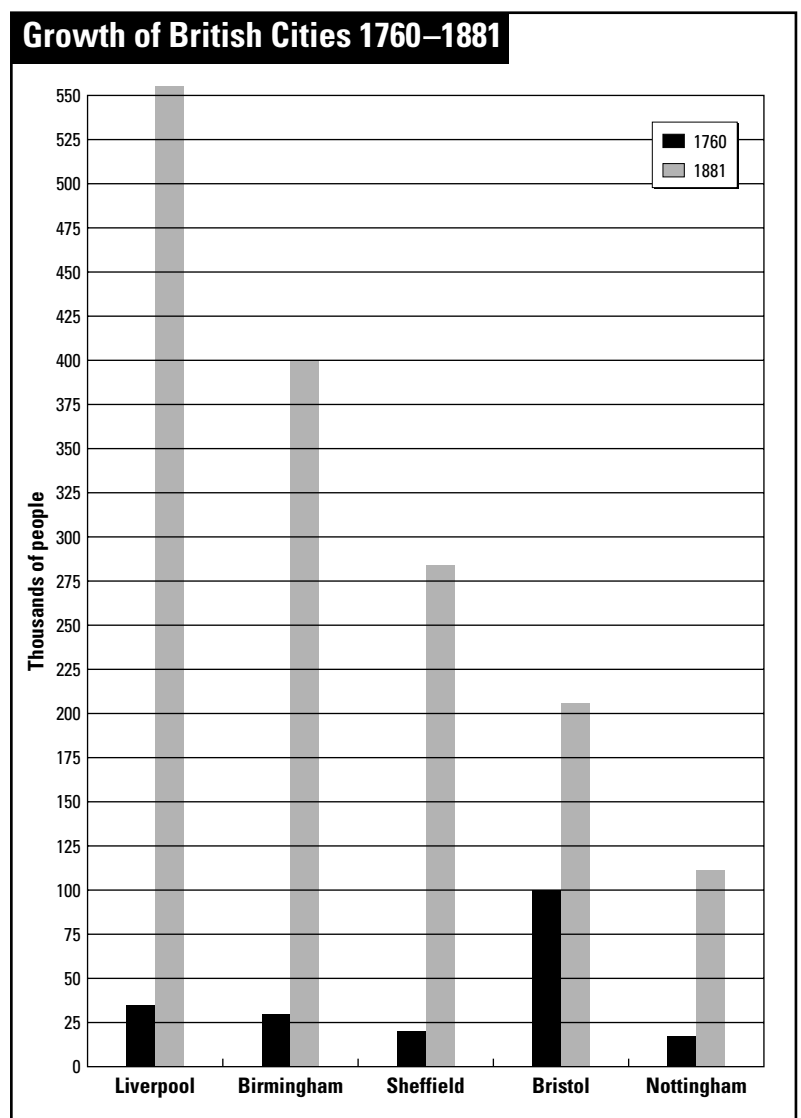
*Directions: Read the paragraphs below and study the maps and graph carefully. Then answer the questions that follow.*

Britain's richest coal fields are in the central and northern regions of the country. This geographic fact caused a major shift in Britain's population between 1750 and 1850.

Coal was found to be the most efficient way to power the new steam engine. As a result, many new industries and factories moved to be near the sources of energy. Soon, coal-fired steam engines

powered the iron foundries, textile factories, and railroads of northern Britain.

Industrialization also required a large labor force. The enclosure movement, in which wealthy landowners bought out small farms and forced these people out of their livelihood, provided a ready supply of workers. As a result, masses of people moved to the industrial cities to find jobs.



**Interpreting Text and Visuals**

1. Of the cities shown on the bar graph, which one had the largest population increase between 1760 and 1881? the smallest? \_\_\_\_\_  
\_\_\_\_\_
2. What mode of transportation did all English companies have to have in order to transport their goods to Europe? \_\_\_\_\_  
\_\_\_\_\_
3. Which two cities appear to have missed out on the Industrial Revolution in England? \_\_\_\_\_  
\_\_\_\_\_
4. Where was most of the English population living in 1750? in 1850? What caused this major population shift? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. If you are a factory owner in Sheffield and your workers have just completed an order of clothes, about how many miles would you have to travel to sell them in London? \_\_\_\_\_  
\_\_\_\_\_
6. What is the approximate total population of the five cities on the chart in 1760? How much did that total population increase by 1881? \_\_\_\_\_  
\_\_\_\_\_
7. Why do you think it is important for factories and mills to be near their sources of energy? \_\_\_\_\_  
\_\_\_\_\_



## Section 1

**PRIMARY SOURCE** from “The Opening of the  
Liverpool to Manchester Railway”  
by Frances Ann Kemble

*The railway connecting the port of Liverpool with the city of Manchester was the first for which high-speed locomotives were designed. This excerpt, from Frances Ann Kemble’s Some Recollections of a Girlhood, is an eyewitness account of the opening of the Liverpool-Manchester Railway on September 15, 1830. What were her impressions of this historic train ride?*

We started on Wednesday last, to the number of about eight hundred people, in carriages. The most intense curiosity and excitement prevailed, and, though the weather was uncertain, enormous masses of densely packed people lined the road, shouting and waving hats and handkerchiefs as we flew by them. What with the sight and sound of these cheering multitudes and the tremendous velocity with which we were borne past them, my spirits rose to the true champagne height, and I never enjoyed anything so much as the first hour of our progress. I had been unluckily separated from my mother in the first distribution of places, but by an exchange of seats which she was enabled to make she rejoined me when I was at the height of my ecstasy, which was considerably damped by finding that she was frightened to death. . . . While I was chewing the cud of this disappointment . . . a man flew by us, calling out through a speaking-trumpet to stop the engine, for that somebody in the directors’ carriage had sustained an injury. We were all stopped accordingly, and presently a hundred voices were heard exclaiming that Mr. Huskisson was killed; the confusion that ensued is indescribable; the calling out from carriage to carriage to ascertain the truth, the contrary reports which were sent back to us, the hundred questions eagerly uttered at once, and the repeated and urgent demands for surgical assistance, created a sudden turmoil that was quite sickening. At last we distinctly ascertained that the unfortunate man’s thigh was broken. From Lady Wilton, who was in the Duke’s carriage, and within three yards of the spot where the accident happened, I had the following details, the horror of witnessing which we were spared through our situation behind the great carriage. The engine had stopped to take in a supply of water, and several of the gentlemen in the directors’ carriage had jumped out to look about

them. Lord Wilton, Count Batthyany, Count Matuscenitz, and Mr. Huskisson among the rest were standing talking in the middle of the road, when an engine on the other line, which was parading up and down merely to show its speed, was seen coming down upon them like lightning. The most active of those in peril sprang back into their seats; Lord Wilton saved his life only by rushing behind the Duke’s carriage, and Count Matuscenitz had but just leaped into it, with the engine all but touching his heels as he did so; while poor Mr. Huskisson, less active from the effects of age and ill-health, bewildered, too, by the frantic cries of ‘Stop the engine! Clear the track!’ that resounded on all sides, completely lost his head, looked helplessly to the right and left, and was instantaneously prostrated by the fatal machine, which dashed down like a thunderbolt upon him, and passed over his leg, smashing and mangling it in the most horrible way. (Lady Wilton said she distinctly heard the crushing of the bone.) So terrible was the effect of the appalling accident that, except that ghastly ‘crushing’ and poor Mrs. Huskisson’s piercing shriek, not a sound was heard or a word uttered among the immediate spectators of the catastrophe.

*from Frances Ann Kemble, Some Recollections of a Girlhood (1878). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon Books, 1987), 304–305.*

## Discussion Questions

### Determining Main Ideas

- How many people rode on the first train ride on the Liverpool-Manchester Railway?
- What happened to William Huskisson?
- Making Inferences** Based on your reading of this excerpt, how do you know that the Liverpool-Manchester Railway was an important improvement in transportation during the Industrial Revolution?

**CHAPTER**  
**25****PRIMARY SOURCE****Testimony on Child Labor  
in Britain****Section 2**

*During the 1800s there were few laws in Britain regulating the employment of children. Elizabeth Bentley testified before a parliamentary committee investigating conditions among child laborers in Britain's textile industry. As you read this portion of her testimony, think about the hardships she describes.*

COMMITTEE: What age are you?

BENTLEY: Twenty-three.

C: Where do you live?

B: At Leeds.

C: What time did you begin work at the factory?

B: When I was six years old.

C: At whose factory did you work?

B: Mr Burk's.

C: What kind of mill is it?

B: Flax mill.

C: What was your business in that mill?

B: I was a little doffer.

C: What were your hours of labour in that mill?

B: From 5 in the morning till 9 at night, when they were thronged.

C: For how long a time together have you worked that excessive length of time?

B: For about a year.

C: What were the usual hours of labour when you were not so thronged?

B: From six in the morning till 7 at night.

C: What time was allowed for meals?

B: Forty minutes at noon.

C: Had you any time to get your breakfast or drinking?

B: No, we had to get it as we could.

C: Do you consider doffing a laborious employment?

B: Yes.

C: Explain what you had to do.

B: When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller, and then put empty ones on, and set the frame going again.

C: Does that keep you constantly on your feet?

B: Yes, there are so many frames and they run so quick. . . .

C: You are considerably deformed in person as a consequence of this labour?

B: Yes I am.

C: And what time did it come on?

B: I was about 13 years old when it began coming,

and it has got worse since; it is five years since my mother died, and my mother was never able to get me a good pair of stays to hold me up, and when my mother died I had to do for myself, and got me a pair.

C: Were you perfectly straight and healthy before you worked at a mill?

B: Yes, I was as straight a little girl as ever went up and down town.

C: Were you straight till you were 13?

B: Yes, I was.

C: Did your deformity come upon you with much pain and weariness?

B: Yes, I cannot express the pain all the time it was coming.

C: Do you know of anybody that has been similarly injured in their health?

B: Yes, in their health, but not many deformed as I am.

C: It is very common to have weak ankles and crooked knees?

B: Yes, very common indeed.

C: This is brought on by stopping the spindle?

B: Yes.

C: Where are you now?

B: In the poorhouse.

Elizabeth Bentley in *Report of Parliamentary Committee on the Bill to Regulate the Labour of Children in Mills and Factories* (1832). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon Books, 1987), 295–298.

**Activity Options**

1. **Developing Historical Perspective** Imagine that you are a child who works in a textile mill. Write a diary entry in which you describe your work life and then share it with classmates.
2. **Writing for a Specific Purpose** Imagine yourself as a member of the parliamentary committee investigating child labor in the textile industry. Write a list of questions that you might want to ask witnesses like Elizabeth Bentley.

**CHAPTER**  
**25**

**Section 3**

**PRIMARY SOURCE**

**“Life in a New England Factory”**  
*from Voice of Industry, June 26, 1845*

*The Voice of Industry was one of the most widely read American labor papers of the 1840s. The article from which this excerpt was taken called for a 10-hour workday, part of the reform movement aimed at improving working conditions. Which arguments do you think are most persuasive?*

During the last winter a petition was presented to the Legislature of Massachusetts, by eight hundred and fifty “peacable, industrious and hard-working men and women,” declaring that they are confined from thirteen to fourteen hours per day in unhealthy apartments, and are hastening through pain, disease, privation, down to a premature grave, and praying the State to inquire into their condition and to restrict the number of hours of labor in Factories to ten per day,—This, and other similar petitions, were signed by two thousand one hundred and thirty-nine persons, chiefly females.

The operatives in England are prohibited, by act of Parliament, from being employed more than at a rate of eleven and a half hours per day. . . .

The operatives in Lowell work

|               |                  |
|---------------|------------------|
| In January,   | 11 hours 24 min. |
| In February,  | 12 hours         |
| In March,     | 11 hours 52 min. |
| In April,     | 13 hours 31 min. |
| In May,       | 12 hours 55 min. |
| In June,      | 12 hours 45 min. |
| In July,      | 12 hours 45 min. |
| In August,    | 12 hours 45 min. |
| In September, | 12 hours 43 min. |
| In October,   | 12 hours 16 min. |
| In November,  | 11 hours 46 min. |
| In December,  | 11 hours 24 min. |

To this must be added in each instance thirty minutes, at least, for going to and from the mill, at morning and evening. They go to and return from breakfast in thirty minutes, to and from dinner in thirty minutes, for about eight months in a year; and the other four months they are allowed forty-five minutes.

. . . A woman in a Factory in New England, works one hour and some minutes longer, every day in the year, than a woman in a British Factory—They are allowed four days as holidays; the English are allowed six.

First it must be apparent that the hours allowed for labor are too many.

Second, that the minutes allowed for them to take their food are too few.

Third, that these causes are sufficient to impair health, induce disease, premature old age, and death.

Fourth, that these causes, . . . acting upon so large a number of females assembled in the manufactories of New England, must in time affect the physical condition of the people of New England.

Fifthly, that no reason can be given why these evils should not produce the same terrible effects here, as in England, where their full results are developed.

Sixth, that as the British Parliament, from motives of humanity have been compelled to interfere in behalf of the operatives, prudence and mercy call upon our legislators to do likewise.

Seventh, that the example of this State would be followed at once throughout New England.

*from Voice of Industry, June 26, 1845. Reprinted in Philip S. Foner, ed., The Factory Girls (Urbana: University of Illinois Press, 1977), 218–219.*

## Activity Options

### Forming and Supporting Opinions

1. Which arguments given in this article for the 10-hour workday do you think are most persuasive? Rank each of them on a scale of 1 to 5, with 1 being least persuasive and 5 being most persuasive. Then compare your rankings with those of your classmates.
2. Despite workers’ efforts, the Massachusetts’ state legislature did not pass legislation for a 10-hour workday. Discuss with classmates why you think this legislation was defeated.



**CHAPTER  
25****Section 4****PRIMARY SOURCE** *from The Wealth of Nations*  
by Adam Smith

*The Scottish philosopher and economist Adam Smith (1723–1790) defended the idea of a free-market economy, or the production and exchange of goods and services without interference from the government, and laid the foundation for modern capitalism. The following excerpt is from Smith's well-known book The Wealth of Nations. According to Smith, what were the effects of the division of labor?*

### *Of the Division of Labour*

The greatest improvement in the productive powers of labour, and the greater part of the skill, dexterity, and judgment with which it is anywhere directed, or applied, seem to have been the effects of the division of labour.

The effects of the division of labour, in the general business of society, will be more easily understood, by considering in what manner it operates in some particular manufactures. It is commonly supposed to be carried furthest in some very trifling ones. . . .

To take an example, therefore, from a very trifling manufacture; but one in which the division of labour has been very often taken notice of, the trade of the pin maker; a workman not educated to this business (which the division of labour has rendered a distinct trade), nor acquainted with the use of the machinery employed in it (to the invention of which the same division of labour has probably given occasion), could scarce, perhaps, with his utmost industry, make one pin in a day, and certainly could not make twenty. But in the way in which this business is now carried on, not only the whole work is a peculiar trade, but it is divided into a number of branches, of which the greater part are likewise peculiar trades. One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head; to make the head requires two or three distinct operations; to put it on, is a peculiar business, to whiten the pins is another; it is even a trade by itself to put them into the paper; and the important business of making a pin is, in this manner, divided into about eighteen distinct operations, which, in some manufactories, are all performed by distinct hands, though in others the

same man will sometimes perform two or three of them. I have seen a small manufactory of this kind where ten men only were employed, and where some of them consequently performed two or three distinct operations. But though they were very poor, and therefore but indifferently accommodated with the necessary machinery, they could, when they exerted themselves, make among them about twelve pounds of pins in a day. There are in a pound upwards of four thousand pins in a middling size. Those ten persons, therefore, could make among them upwards of forty-eight thousand pins in a day. Each person, therefore, making a tenth part of forty-eight hundred pins in a day. But if they had all wrought separately and independently, and without any of them having been educated to this peculiar business, they certainly could not each of them have made twenty, perhaps not one pin in a day; that is, certainly not the two hundred and fortieth, perhaps not the four thousand eight hundredth part of what they are at present capable of performing, in consequence of a proper division and combination of their different operations.

*from Adam Smith, The Wealth of Nations (1776). Reprinted in Robert L. Heilbroner, ed., The Essential Adam Smith (New York: W.W. Norton, 1986), 161–162.*

### **Discussion Questions**

1. **Determining Main Ideas** What type of manufacturing business did Smith use to illustrate the effects of the division of labor?
2. **Making Inferences** What did Smith think were the advantages of the division of labor?
3. **Forming and Supporting Opinions** Based on your reading of this excerpt, do you think Adam Smith supported industrialization? Why or why not?



CHAPTER  
**25**

Section 2

LITERATURE SELECTION *from Mary Barton*  
by Elizabeth Gaskell

*The English author Elizabeth Gaskell lived in Manchester, England, when it was a booming industrial center. Writing about social conditions during the Industrial Revolution, Gaskell drew on her firsthand knowledge as she wrote her first novel, Mary Barton, which was published in 1848, provides a vivid description of life in an industrial city during the 1840s. As you read this passage, think about the workers' complaints and the actions they take to improve conditions. Keep in mind that Gaskell uses dialect to capture the way characters speak.*

For three years past, trade had been getting worse and worse, and the price of provisions higher and higher. This disparity between the amount of the earnings of the working classes, and the price of their food, occasioned in more cases than could well be imagined, disease and death. Whole families went through a gradual starvation. They only wanted a Dante to record their sufferings. And yet even his words would fall short of the awful truth; they could only present an outline of the tremendous facts of the destitution that surrounded thousands upon thousands in the terrible years 1839, 1840, and 1841. Even philanthropists who had studied the subject, were forced to own themselves perplexed in the endeavour to ascertain the real causes of the misery; the whole matter was of so complicated a nature that it became next to impossible to understand it thoroughly. It need excite no surprise then to learn that a bad feeling between workingmen and the upper classes became very strong in this season of privation. The indigence and sufferings of the operatives induced a suspicion in the minds of many of them, that their legislators, their magistrates, their employers, and even the ministers of religion, were, in general, their oppressors and enemies; and were in league for their prostration and enthrallment. The most deplorable and enduring evil that arose out of the period of commercial depression to which I refer, was this feeling of alienation between the different classes of society. It is so impossible to describe, or even faintly to picture, the state of distress which prevailed in the town at that time, that I will not attempt it; and yet I think again that surely, in a Christian land, it was not known even so feebly as words could tell it, or the more happy and fortunate would have thronged with their sympathy and their aid. In

***Whole families  
went through a  
gradual starvation.***

many instances the sufferers wept first, and then they cursed. Their vindictive feelings exhibited themselves in rabid politics. And when I hear, as I have heard, of the sufferings and privations of the poor, or provision shops where ha'porths of tea, sugar, butter, and even flour, were sold to accommodate the indigent,—of parents sitting in their clothes by the fire-side during the whole night for seven weeks together, in order that their only bed and bedding might be reserved for the use of their large family,—of others sleeping upon the cold hearth-stone for weeks in succession, without adequate means of providing themselves with food or fuel (and this in the depth of winter),—of others being compelled to fast for days together, uncheered by any hope of better fortune, living, moreover, or rather starving, in a crowded garret, or damp cellar, and gradually sinking under the pressure of want and despair into a premature grave; and when this has been confirmed by the evidence of their careworn looks, their excited feelings, and their desolate homes,—can I wonder that many of them, in such times of misery and destitution, spoke and acted with ferocious precipitation?

An idea was now springing up among the operatives, that originated with the Chartists, but which came at last to be cherished as a darling child by many and many a one. They could not believe that government knew of their misery: they rather chose to think it possible that men could voluntarily assume the office of legislators for a nation ignorant of its real state; as who should make domestic rules for the pretty behaviour of children without caring to know that those children had been kept for days without food. Besides, the starving multitudes had heard that the very existence of their distress had been denied in Parliament; and though they felt this strange and inexplicable, yet the idea that their

misery had still to be revealed in all its depths, and that then some remedy would be found, soothed their aching hearts, and kept down their rising fury.

So a petition was framed, and signed by thousands in the bright spring days of 1839, imploring Parliament to hear witnesses who could testify to the unparalleled destitution of the manufacturing districts. Nottingham, Sheffield, Glasgow, Manchester, and many other towns were busy appointing delegates to convey this petition, who might speak, not merely of what they had seen and had heard, but from what they had borne and suffered. Life-worn, gaunt, anxious, hunger-stamped men, were those delegates.

One of them was John Barton. He would have been ashamed to own the flutter of spirits his appointment gave him. There was the childish delight of seeing London—that went a little way, and but a little way. There was the vain idea of speaking out his notions before so many grand folk—that went a little further; and last, there was the really pure gladness of heart arising from the idea that he was one of those chosen to be instruments in making known the distresses of the people, and consequently in procuring them some grand relief, by means of which they should never suffer want or care any more. He hoped largely, but vaguely, of the results of his expedition. An argosy of the precious hopes of many otherwise despairing creatures, was that petition to be heard concerning their sufferings.

The night before the morning on which the Manchester delegates were to leave for London, Barton might be said to hold a levee, so many neighbours came dropping in. Job Legh had early established himself and his pipe by John Barton's fire, not saying much, but puffing away, and imagining himself of use in adjusting the smoothing-irons that hung before the fire, ready for Mary when she should want them. As for Mary, her employment was the same as that of Beau Tibbs' wife, "Just washing her father's two shirts," in the pantry back-kitchen; for she was anxious about his appearance in London. (The coat had been redeemed, though the silk handkerchief was forfeited.) The door stood open, as usual, between the houseplace and back-kitchen, so she gave her

***"Bless thee, lad, do ask 'em to make th' masters break th' machines. There's never been good times sin' spinning-jennies came up."***

greeting to their friends as they entered.

"So, John, yo're bound for London, are yo?" said one.

"Ay, I suppose I mun go," answered John, yielding to necessity as it were.

"Well, there's many a thing I'd like yo to speak on to the parliament people. Thou'lt not spare 'em, John, I hope. Tell 'em our minds; how we're thinking we've been clemmed long enough, and we don't see whatten good they'n been doing, if they can't give us what we're all crying for sin' the day we were born."

"Ay, ay! I'll tell 'em that, and much more to it, when it gets to my turn; but thou knows there's many will have their word afore me."

"Well, thou'lt speak at last. Bless thee, lad, do ask 'em to make th' masters break th' machines. There's never been good times sin' spinning-jennies came up."

"Machines is th' ruin of poor folk," chimed in several voices.

"For my part," said a shivering, half-clad man, who crept near the fire, as if ague-stricken, "I would like thee to tell 'em to pass th' short-hours' bill. Flesh and blood gets wearied wi' so much work; why should factory hands work so much longer nor other trades? Just ask 'em that, Barton, will ye?"

Barton was saved the necessity of answering, by the entrance of Mrs. Davenport, the poor widow he had been so kind to; she looked half-fed, and eager, but was decently clad. In her hand she brought a little newspaper parcel, which she took to Mary, who opened it, and then called out, dangling a shirt collar from her soapy fingers:

"See, father, what a dandy you'll be in London! Mrs. Davenport has brought you this; made new cut, all after the fashion.—Thank you for thinking on him."

"Eh, Mary!" said Mrs. Davenport, in a low voice. "What-ten's all I can do, to what he's done for me and mine? But, Mary, sure I can help ye, for you'll be busy wi' this journey."

"Just help me wring these out, and then I'll take 'em to th' mangle."

So Mrs. Davenport became a listener to the conversation; and after a while joined in.

"I'm sure, John Barton, if yo are taking messages

to the parliament folk, yo'll not object to telling 'em what a sore trial it is, this law o' theirs, keeping childer fra' factory work, whether they be weakly or strong. There's our Ben; why, porridge seems to go no way wi' him, he eats so much; and I han gotten no money to send him t' school, as I would like; and there he is, rampaging about th' streets a' day, getting hungrier and hungrier, and picking up a' manner o' bad ways; and th' inspector won't let him in to work in th' factory, because he's not right age; though he's twice as strong as Sankey's little ritling [probably a corruption of "ricketling," a child that suffers from the rickets]—a weakling of a lad, as works till he cries for his legs aching so, though he is right age, and better."

"I've one plan I wish to tell John Barton," said a pompous, careful-speaking man, "and I should like him for to lay it afore the honourable house. My mother comed out o' Oxfordshire, and were under-laundry-maid in Sir Francis Dashwood's family; and when we were little ones, she'd tell us stories of their grandeur: and one thing she named were, that Sir Francis wore two shirts a day. Now he were all as one as a parliament man; and many on 'em, I han no doubt, are like extravagant. Just tell 'em John, do, that they'd be doing th' Lancashire weavers a great kindness, if they'd ha' their shirts a' made o' calico; 'twould make trade brisk, that would, wi' the power o' shirts they wear."

Job Legh now put in his word. Taking the pipe out of his mouth, and addressing the last speaker, he said:

"I'll tell ye what, Bill, and no offence mind ye; there's but hundreds of them parliament folk as wear so many shirts to their back; but there's thousands and thousands o' poor weavers as han only gotten one shirt i' th' world; ay, and don't know

where t' get another when that rag's done, though they're turning out miles o' calico every day; and many o' mile o't is lying in warehouses, stopping up trade for want o' purchasers. Yo take my advice, John Barton, and ask parliament to set trade free, so as workmen can earn a decent wage, and buy their two, ay and three, shirts a year; that would make weaving brisk."

He put his pipe in his mouth again, and redoubled his puffing to make up for lost time.

"I'm afeard, neighbours," said John Barton, "I've not much chance o' telling 'em all yo say; what I think on, is just speaking out about the distress, that they say is nought. When they hear o' children born on wet flags, without a rag t' cover 'em, or a bit o' food for th' mother; when they hear of folk lying down to die i' th' streets, or hiding their want i' some hole o' a cellar till death come to set 'em free; and when they hear o' all this plague, pestilence, and famine, they'll surely do somewhat wiser for us than we can guess at now. Howe'er, I han no objection, if so be there's an opening to speak up for what yo say; anyhow, I'll do my best, and yo see now, if better times don't come after Parliament knows all."

## Activity Options

1. **Writing for a Specific Purpose** Prepare a list of workers' grievances that John Barton might present to Parliament. Then share your list with classmates.
2. **Analyzing Causes and Recognizing Effects** Make a cause-and-effect diagram to illustrate how workers in Manchester were affected by an economic depression during the years 1839 to 1841.

**CHAPTER**  
**25****Section 1****HISTORYMAKERS****James Watt**  
*Powering the World*

*"A New Invented Method of Lessening the Consumption of Steam and Fuel in Fire Engines."—title on the patent application for James Watt's first invention (1769)*

For centuries, human and animal muscle pulled plows and wagons and operated oars. In addition, wind provided the power to run windmills and propel ships. However, these methods put limits on the amount of work that could be done. In 1705, the development of the steam engine broke through these barriers, and in 1765 a Scotsman named James Watt further spurred industrialization by vastly improving the steam engine.

Watt was born in Scotland in 1736. He was a sickly child, and his mother schooled him at home for a few years. However, the largest part of his education was in his father's workshop. He was a shipbuilder who also made devices for navigation. Young James was given his own tools, bench, and forge, and he learned how to build machines by making models of cranes and organs.

At age 18, Watt decided to become a maker of mathematical instruments. After some training, he moved to Glasgow to begin his work. Local guilds—organizations of craft workers—prevented him from starting his own business. Some friends, however, secured him an appointment at the University of Glasgow to practice his craft.

Before Watt was 30 years old, he had developed his first invention. He was asked to fix a steam engine used for demonstrations in a physics class. Steam engines had been in use for many decades in the mining industry, where they pumped water out of deep shafts. The problem was that these machines burned a tremendous amount of fuel to make steam. As Watt repaired the engine, he noticed this inefficiency.

The steam produced by the engine was pushed into a cylinder where the steam then cooled. The problem was that the cylinder had to be heated again because it cooled along with the steam. Watt invented a separate chamber where the steam could be condensed without reducing the temperature of the cylinder. As a result, his improved steam engines used considerably less fuel.

Watt then became partners with a business owner so he could manufacture his machine. Watt also filed a patent to own the rights to his creation.

Others could use it, but they had to pay a fee to Watt. In a few years his first partner was replaced by another, Matthew Boulton. Watt and Boulton worked together for several decades. They were a good team, with Watt providing the engineering knowledge and Boulton the business sense.

Watt continued to find new ways to make the steam engine work better. Then Boulton convinced Watt to devise one major improvement. Boulton believed that the steam engine could be used in mills that made flour and textiles. To be useful, though, the engine would have to drive machines that moved in a circle, not up and down like a pump. By 1781, Watt had built a motor that rotated a shaft that came out of the machine. As Boulton had predicted, the new invention caught on quickly. By 1800, his and Watt's company had sold about 500 steam engines in Great Britain, and most were the new rotating type.

Watt was also interested in chemistry and won credit for an important discovery. He was the first to suggest that water was not a basic element but a compound made of different chemicals. However, he was never able to identify what was involved in making water.

Watt was responsible for other inventions and held many different patents. They earned him around 76,000 British pounds in just over a decade. In 1800, when the patents expired, he and Boulton gave their business to their sons and retired. Watt lived 19 more years, spending the time traveling and receiving honors for his work. However, his interest in machines did not end. He had a workshop made in the attic of his house, where he continued to tinker.

## Questions

1. **Drawing Conclusions** Why was the steam engine an improvement in powering work?
2. **Determining Main Ideas** What is a patent? Does the right it grants last forever?
3. **Making Inferences** How did Watt's and Boulton's different abilities strengthen their partnership?



**CHAPTER**  
**25****Section 4****HISTORYMAKERS****Henri de Saint-Simon**  
*Social Revolutionary*

*"[Religion] should guide the community toward the great aim of improving as quickly as possible the conditions of the poorest class."—Saint-Simon, The New Christianity (1825)*

**H**enri de Saint-Simon fought with the French Army during the American Revolution. He spent time in prison during the French Revolution and witnessed the social changes of the Industrial Revolution. From these experiences and his reading, he launched a new school of thought called Christian socialism. He argued that the industrial age required changes in society that should be shaped by business leaders and Christianity.

Born in Paris, Saint-Simon came from an old and distinguished family. He claimed that his roots could be traced back to Charlemagne, the legendary king of the Franks. By the time of Saint-Simon's birth in 1760, though, the family fortunes had declined. Still, they had enough money to educate him.

At age 17, Saint-Simon joined the French army fighting in the American Revolution and became wounded in one battle. Back in France, he joined in the French Revolution—although he denied it later. He then decided to buy land that had belonged to the Catholic Church or to nobles who had fled the country. Grown wealthy from these real estate purchases, he was able to spend the rest of his life studying and writing.

Saint-Simon's work drew on what he had seen in the French Revolution. That event had begun with the high ideals of liberty, equality, and fraternity—the fellowship of all people. It had degenerated into a bloodbath that destroyed the republic, which was then replaced by an empire. He argued that beliefs about an ideal society were useless unless a thinker took into account social realities.

Determined to understand these realities, Saint-Simon analyzed European history from the Middle Ages to his time. He said that the growing power of the people had reduced the authority of the nobles. At the same time, the scientific and industrial revolutions had lessened the influence of the Catholic Church. The result, he wrote, was "the ruin of the old system in its parts and as a whole." This old system, though, had not yet been fully replaced.

Saint-Simon had a vision of what the new sys-

tem should be. He relied on the business owners of the new industrial age. These industrialists, he thought, were skilled at running organizations and thus were in the best position to lead society.

Saint-Simon also urged the creation of a government consisting of three parts. First, artists and engineers would propose plans for society. Second, scientists would analyze these plans to see if they were workable and wise. Finally, the third group would include business people who would be charged with making decisions and leading the people. Business leaders would, he thought, take the needs and interests of all people into account. Furthermore, society would follow the laws without any problems, he felt, because those laws would be reasonable and just.

Saint-Simon believed that it was important for society to have a strong element of moral guidance. Late in life, he decided that this force should be Christianity. As part of this moral concern, he believed that industrial leaders had a special responsibility to help poor people.

Though a bold and original thinker, Saint-Simon was not an orderly one. His ideas were scattered and never fully developed. Despite this weakness, he was an important social philosopher. After his death, some reformers called for social changes based on his writing. They wanted the ownership of property to be shared, an end to the inheritance of property, and for women to have the right to vote. Even though the group soon broke apart, Saint-Simon's influence did not completely fade. Other movements, such as Marxism and socialism, drew on his work.

## Questions

1. **Determining Main Ideas** What three events shaped the views of Saint-Simon?
2. **Making Predictions** Do you think Saint-Simon's structure for leading society would work? Why or why not?
3. **Drawing Conclusions** Do you think Saint-Simon was an idealist or a realist? Explain.

  
Section 4

## CONNECTIONS ACROSS TIME AND CULTURES

*Enlightenment Ideals in an Industrial Age*

## THEMATIC CONNECTION:

## ECONOMICS

*Enlightenment thinking produced long-term effects that profoundly shaped Western civilization. In Chapter 23, you read how Enlightenment ideals inspired the revolutionary movements of the 1800s. How did Enlightenment ideals affect the economic thinking of the Industrial Age? To find out, answer the questions that follow.*

1. Enlightenment thinkers believed that natural laws were just and reasonable. Just as there were natural laws of motion, so were there natural laws of politics, government, and economics. How did Adam Smith and other philosophers of industrialization view natural laws? \_\_\_\_\_  
\_\_\_\_\_
2. Enlightenment philosophers believed in the importance of the individual in society. Government was created by individuals to promote their welfare and self-interest. How are these ideals reflected in the philosophy of Adam Smith? \_\_\_\_\_  
\_\_\_\_\_
3. An important concept of the Enlightenment was that society would progress. How did the economic philosophers view progress? \_\_\_\_\_  
\_\_\_\_\_
4. Enlightenment philosophers and reformers criticized the great inequalities that existed in society and believed that through reason, a better society was possible. They called for social equality, abolition of slavery, prison reform, and improvements in education. What changes did reformers advocate to correct the faults of an industrialized society? \_\_\_\_\_  
\_\_\_\_\_
5. The ideas of Enlightenment philosophers John Locke and Jean-Jacques Rousseau laid the foundations for modern Western democratic governments. What reforms expanded democracy in newly industrialized societies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**25****Section 1****RETEACHING ACTIVITY***The Beginnings of  
Industrialization*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The increase in output of machine-made goods that began in England in the middle 1700s was called</p> <ul style="list-style-type: none"><li>a. feudalism.</li><li>b. the Reformation.</li><li>c. the Renaissance.</li><li>d. the Industrial Revolution.</li></ul> <p>_____ 2. Effects of the agricultural revolution included all of the following <i>except</i></p> <ul style="list-style-type: none"><li>a. famine among the lower classes.</li><li>b. new agricultural methods.</li><li>c. small farmers being forced to become tenant farmers.</li><li>d. the enclosure movement.</li></ul> <p>_____ 3. The practice of seeding fields with different crops each year and allowing a field to sometimes lie fallow is called</p> <ul style="list-style-type: none"><li>a. crop rotation.</li><li>b. the agricultural revolution.</li><li>c. the enclosure movement.</li><li>d. terraced farming.</li></ul> <p>_____ 4. The process of developing the machine production of goods is called</p> <ul style="list-style-type: none"><li>a. mechanization.</li><li>b. industrialization.</li><li>c. the technology revolution.</li><li>d. urbanization.</li></ul> | <p>_____ 5. The factors of production include all of the following <i>except</i></p> <ul style="list-style-type: none"><li>a. land.</li><li>b. labor.</li><li>c. computers.</li><li>d. capital.</li></ul> <p>_____ 6. The reaper that boosted wheat production in the United States was invented by</p> <ul style="list-style-type: none"><li>a. Cyrus McCormick.</li><li>b. Samuel Morse.</li><li>c. I. M. Singer.</li><li>d. Alexander Graham Bell.</li></ul> <p>_____ 7. A person who organizes, manages, and takes the risk on a business is called</p> <ul style="list-style-type: none"><li>a. foreman.</li><li>b. a tycoon.</li><li>c. an entrepreneur.</li><li>d. a robber baron.</li></ul> <p>_____ 8. The invention that spurred industrial growth by providing cheap means of transport was the</p> <ul style="list-style-type: none"><li>a. automobile.</li><li>b. steamboat.</li><li>c. macadam road.</li><li>d. railroad.</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|





CHAPTER  
**25**  
Section 2

**RETEACHING ACTIVITY**

# *Industrialization*

## *Case Study: Manchester*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. Industrialization brought air and water pollution and unhealthy working conditions.  
\_\_\_\_\_
- \_\_\_\_\_ 2. After 1800, the balance of population in England shifted toward increasing numbers moving to rural areas.  
\_\_\_\_\_
- \_\_\_\_\_ 3. Manchester became England's largest and most important city.  
\_\_\_\_\_
- \_\_\_\_\_ 4. Frequent accidents, dangerous working conditions, and waves of disease shortened the lives of Britain's working class.  
\_\_\_\_\_
- \_\_\_\_\_ 5. Skilled workers, professionals, business people, and wealthy farmers formed a new upper class.  
\_\_\_\_\_
- \_\_\_\_\_ 6. The working class saw little improvement in their lives or working conditions, despite the new level of wealth in Britain.  
\_\_\_\_\_
- \_\_\_\_\_ 7. The Luddites attacked factories and equipment because they believed that machines were putting them out of work.  
\_\_\_\_\_
- \_\_\_\_\_ 8. Healthier diets, better housing, and cheaper, mass-produced clothing were all long-term benefits of industrialization.  
\_\_\_\_\_
- \_\_\_\_\_ 9. Manchester became the center of the British mining industry.  
\_\_\_\_\_
- \_\_\_\_\_ 10. The Factory Act of 1819 restricted working age and hours for children.  
\_\_\_\_\_

**CHAPTER**  
**25****Section 3****RETEACHING ACTIVITY** *Industrialization Spreads*

**Determining Main Ideas** Complete the chart below by listing details about the spread of industrialization from Britain to other parts of the world.

| Spread of Industrialization            | Details        |
|----------------------------------------|----------------|
| Industrialization in the United States | 1.<br><br>2.   |
| The Rise of Corporations               | 3.<br><br>4.   |
| Industrialization in Belgium           | 5.<br><br>6.   |
| Industrialization in Germany           | 7.<br><br>8.   |
| Growing Global Inequality              | 9.<br><br>10.  |
| Transformation of Society              | 11.<br><br>12. |



## Section 4

RETEACHING ACTIVITY *Reforming the Industrial World*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

|                       |                   |             |
|-----------------------|-------------------|-------------|
| Adam Smith            | laissez faire     | Wilberforce |
| collective bargaining | Jane Addams       | communism   |
| Karl Marx             | industrialization | strike      |
| capitalism            | socialism         | unions      |

- \_\_\_\_\_ is the process of developing machine production of goods.
- The economic policy of letting owners of industry and business set working conditions without interference is known as \_\_\_\_\_.
- \_\_\_\_\_ wrote *The Wealth of Nations* and defended free markets.
- \_\_\_\_\_ is an economic system in which individuals and businesses own property and the means of production.
- An economic system in which the factors of production are owned by the public and operated for the welfare of all is \_\_\_\_\_.
- The German journalist who wrote *The Communist Manifesto* with Engels was \_\_\_\_\_.
- \_\_\_\_\_ was a form of complete socialism in which the means of production would be owned by the people and private property would cease to exist.
- Voluntary associations of workers who pressed for reforms were called \_\_\_\_\_.
- \_\_\_\_\_ is a process of negotiation between workers and their employers.
- A refusal to work by employees is called a \_\_\_\_\_.
- \_\_\_\_\_ led the fight for abolition in the British parliament.
- \_\_\_\_\_ established a settlement house in Chicago for the aid of women and children.

# CHAPTER 26

## Section 1

### GUIDED READING

# Democratic Reform and Activism

**A. Following Chronological Order** As you read about democratic reforms in Great Britain, answer the questions about the time line.

|      |                                                                  |   |                                                                     |
|------|------------------------------------------------------------------|---|---------------------------------------------------------------------|
| 1830 | Revolution breaks out in France.                                 | → | 1. How did this revolution affect parliamentary leaders in Britain? |
| 1832 | Parliament passes the Reform Bill.                               | ↘ |                                                                     |
| 1837 | Queen Victoria comes to throne.                                  |   | 2. How did this bill advance democracy in Great Britain?            |
| 1838 | Chartists submit The People's Charter to Parliament.             | ↘ |                                                                     |
|      |                                                                  | ↘ | 3. Why did the British monarchy become so powerless in the 1800s?   |
|      |                                                                  | ↘ | 4. What demands did the Chartists make in their petition?           |
| 1867 | Parliament extends suffrage to working-class men.                |   |                                                                     |
|      |                                                                  | ↗ | 5. Why did ordinary people want a greater voice in government?      |
| 1884 | Parliament extends suffrage to male rural workers.               |   |                                                                     |
|      |                                                                  | ↗ | 6. What were the objectives of this group?                          |
| 1903 | Emmeline Pankhurst forms the Women's Social and Political Union. |   |                                                                     |

**B. Analyzing Causes and Recognizing Effects** On the back of this paper, write a paragraph explaining the reasons for and the impact of the **Dreyfus Affair**. Use the following terms in your writing.

**Third Republic**

**anti-Semitism**

**Zionism**

CHAPTER

26

GUIDED READING

Section 2

Self-Rule for British Colonies

**A. Analyzing Causes and Recognizing Effects** As you read this section, note some of the causes and effects of conflicts between Britain and its colonies.

| Causes | Actions/Events                                                                                            | Effects |
|--------|-----------------------------------------------------------------------------------------------------------|---------|
|        | 1. Parliament creates Upper Canada and Lower Canada in 1791.                                              |         |
|        | 2. Nova Scotia and New Brunswick join with the Province of Canada to form the Dominion of Canada in 1867. |         |
|        | 3. British annex New Zealand in 1838.                                                                     |         |
|        | 4. British government formally joins Ireland to Britain in 1801.                                          |         |
|        | 5. During the Great Famine, British government forces Irish peasants to continue paying rent.             |         |
|        | 6. Irish nationalists rebel in Dublin in 1916.                                                            |         |

**B. Summarizing** On the back of this paper, define the terms **dominion**, **penal colony**, and **home rule**.

CHAPTER  
**26**

Section 3

GUIDED READING

*War and Expansion  
in the United States*

**A. Determining Main Ideas** As you read this section, take notes to answer the questions about the United States in the nineteenth century.

| From 1783 to 1853, the United States added new territory.                            |  |
|--------------------------------------------------------------------------------------|--|
| 1. What was the significance of the Louisiana Purchase?                              |  |
| 2. How did the United States extend its northern and southern boundaries?            |  |
| 3. What lands did the United States acquire as a result of the Mexican-American War? |  |
| 4. How did the idea of manifest destiny affect Native Americans?                     |  |

| Civil War breaks out between the North and South.               |  |
|-----------------------------------------------------------------|--|
| 5. What issues caused conflict between the North and South?     |  |
| 6. What were the immediate causes of the U.S. Civil War?        |  |
| 7. Why did Abraham Lincoln issue the Emancipation Proclamation? |  |
| 8. What were the long-term economic effects of the Civil War?   |  |

**B. Clarifying** On the back of this paper, define **segregation** and explain how it developed in the United States after the Civil War.

**CHAPTER**  
**26****Section 4****GUIDED READING** *Nineteenth-Century Progress*

**A. Determining Main Ideas** As you read this section, take notes to answer the questions about the technological and scientific advances of the late 1800s.

| <b>The Inventors</b>         | <b>What were their most significant inventions or innovations?</b> |
|------------------------------|--------------------------------------------------------------------|
| 1. Thomas Edison             |                                                                    |
| 2. Alexander Graham Bell     |                                                                    |
| 3. Guglielmo Marconi         |                                                                    |
| 4. Henry Ford                |                                                                    |
| 5. Wilbur and Orville Wright |                                                                    |

| <b>The Scientists</b>     | <b>What were their most significant discoveries or theories?</b> |
|---------------------------|------------------------------------------------------------------|
| 6. Louis Pasteur          |                                                                  |
| 7. Charles Darwin         |                                                                  |
| 8. Gregor Mendel          |                                                                  |
| 9. Marie and Pierre Curie |                                                                  |
| 10. Ivan Pavlov           |                                                                  |

**B. Analyzing Causes and Recognizing Effects** On the back of this paper, describe the changes in society that led to the rise of mass culture around 1900.



CHAPTER  
**26**

**BUILDING VOCABULARY**

*An Age of Democracy  
and Progress*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                             |                                                                                                                              |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------|
| ____ 1. suffrage            | a. the movement to create a Jewish homeland in Palestine                                                                     |
| ____ 2. theory of evolution | b. local control over internal matters only                                                                                  |
| ____ 3. anti-Semitism       | c. the idea that the United States had the right and duty to rule North America from the Atlantic Ocean to the Pacific Ocean |
| ____ 4. Zionism             | d. the right to vote                                                                                                         |
| ____ 5. home rule           | e. prejudice against Jews                                                                                                    |
| ____ 6. manifest destiny    | f. a line of workers who each put a single piece on an unfinished product as it passes on a moving belt                      |
| ____ 7. assembly line       | g. the theory that all forms of life developed from earlier forms through the process of natural selection                   |

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. In the Dreyfus affair, French army officers gave false evidence in the trial of a Jewish army captain.  
\_\_\_\_\_
- \_\_\_\_ 2. A dominion is a completely independent country.  
\_\_\_\_\_
- \_\_\_\_ 3. The original inhabitants of Australia are called the Maori.  
\_\_\_\_\_
- \_\_\_\_ 4. The English naturalist who proposed the theory of evolution was Charles Darwin.  
\_\_\_\_\_
- \_\_\_\_ 5. Queen Victoria was monarch of Britain during a period of many democratic reforms.  
\_\_\_\_\_

**C. Writing** Write a paragraph explaining the connection among the following terms and names.

Abraham Lincoln      secede      U.S. Civil War      Emancipation Proclamation

CHAPTER  
**26**

Section 4

SKILLBUILDER PRACTICE *Analyzing Issues*

*Analyzing issues means examining them in detail to find the different points of view in a disagreement. Historical issues may concern economic, social, political, or moral questions. Darwin’s theory of evolution continues to stir up debate, especially in the field of public education. In 1925, the issue of teaching evolution in public schools was brought to court in the now famous Scopes trial. Read about this trial in the passage below and then fill in the chart below to analyze this historical issue. (See Skillbuilder Handbook)*

In March 1925, Tennessee passed the nation’s first law that made it a crime to teach evolution. Immediately, the American Civil Liberties Union (ACLU) promised to defend any teacher who would challenge the law. To the ACLU, the law was unconstitutional and a violation of the First Amendment. John T. Scopes, a thin, freckled 24-year-old biology teacher in Dayton, Tennessee, accepted the challenge. In his biology class, Scopes read this passage from *Civic Biology*: “We have now learned that animal forms may be arranged so as to begin with the simple one-celled forms and culminate with a group which includes man himself.” Scopes was promptly arrested, and the trial was set for July.

The ACLU hired Clarence Darrow, the most famous trial lawyer of the day, to defend Scopes. William Jennings Bryan, a devout fundamentalist, served as a special prosecutor. Fundamentalists believed in a literal interpretation of the Bible. They rejected Darwin’s theory of evolution—that

plant and animal species evolved over millions of years from lower life forms. Instead, they supported the Bible’s account of the creation of the world and of Adam and Eve.

In the Scopes trial, there was no real question of guilt or innocence: Scopes was honest about his action. The Scopes trial was a fight over evolution and the role of science and religion in public schools and American society.

The most dramatic moment of the trial came when Darrow asked Bryan to take the stand as an expert witness on the Bible. After a lengthy cross-examination of Bryan’s beliefs, Darrow asked: “Do you think the earth was made in six days?” Cornered by the questions, Bryan answered, “Not six days of 24 hours.”

With this answer, Bryan admitted that the Bible might be interpreted in different ways. In spite of this admission, Scopes was found guilty and fined \$100. The Tennessee law outlawing the teaching of evolution remained on the books.

|                                          |                                          |
|------------------------------------------|------------------------------------------|
| <b>The Issue:</b>                        |                                          |
| <b>The response: Scopes Trial</b>        |                                          |
| <b>Argument(s) for Defense</b>           | <b>Argument(s) for Prosecution</b>       |
| <br><br><br><br><br><br><br><br><br><br> | <br><br><br><br><br><br><br><br><br><br> |

**CHAPTER**  
**26**  
**Section 2**

**GEOGRAPHY APPLICATION: MOVEMENT**

# *The British Settle Australia and New Zealand*

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

British explorer James Cook claimed Australia and New Zealand for Great Britain in 1769–1770. At first, Britain did not know what to do with territory so far away. However, the loss of the American colonies in 1783 caused Britain to rethink these “empty” lands.

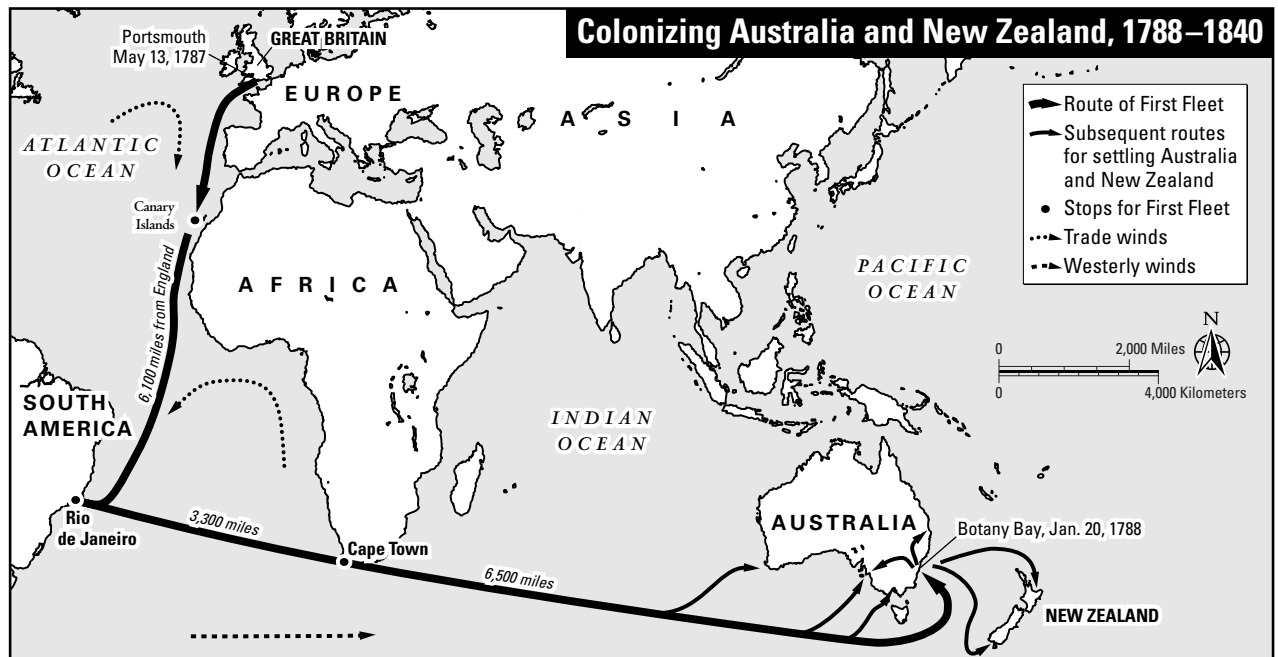
For years, Britain had eased prison overcrowding by sending some criminals to the American colonies. After losing America, Britain decided to use Australia for this purpose. So in 1787, 11 convict ships—the First Fleet—sailed from Britain for Australia. Crammed on board were 736 prisoners—mostly convicted thieves—ranging in age from 87 to 15.

The conditions on the voyage were horrendous. Starved, kept inactive, and often covered in boils, the convicts suffered greatly. The boats stopped at three places along the way for supplies and repairs. They took a less direct route to Australia to take advantage of trade and westerly winds. After 252 days, the First Fleet landed at Botany Bay.

(Thereafter, a convict being sentenced to “transportation” meant being sent to Australia. There, he or she would serve out a sentence and then remain to settle the continent.)

Unfortunately, the randomly selected convicts had few usable trades. The prison colony had to raise its own crops. Yet only one convict was a professional gardener. The colony also lacked experience in fishing, brickmaking, and carpentry. It was not until the 1830s, when free immigrants arrived in large numbers, that living conditions in Australia improved.

Between 1789 and 1868, when the practice ended, 162,000 convicts were transported to Australia. Over time, they displaced the native Aborigines living on the coast. Eventually, some convicts escaped from Australia. They became some of the first Europeans—along with missionaries and traders—to settle in New Zealand. After 1840, the British population of New Zealand increased dramatically.



**Interpreting Text and Maps**

1. How many miles long was the First Fleet's voyage? \_\_\_\_\_

2. Why didn't the First Fleet take the shorter route along the entire west coast of Africa?

\_\_\_\_\_

3. Who were among the first settlers of New Zealand? \_\_\_\_\_

\_\_\_\_\_

4. From what location did the First Fleet depart? \_\_\_\_\_

5. For how many years did Britain send prisoners to Australia? \_\_\_\_\_

6. To the nearest thousand, what was the average number of convicts sent to Australia each year?

\_\_\_\_\_

7. Describe the destination of some convict ships to Australia after the First Fleet. \_\_\_\_\_

\_\_\_\_\_

8. Explain how Britain came to use Australia as a penal colony. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CHAPTER  
**26**

Section 1

PRIMARY SOURCE *from Five Years of My Life,*  
*1894–1899*  
by Alfred Dreyfus

*In 1894 Captain Alfred Dreyfus, a Jewish officer in the French army, was convicted of treason for allegedly selling military secrets to Germany. He was condemned to solitary confinement in prison for life but later released after new evidence showed that he had been framed by other officers. In this excerpt from his autobiographical account, Dreyfus recalls part of his sentence, a public degradation held on January 5, 1895. What emotions did Dreyfus experience during his degradation?*

The degradation took place Saturday, the 5th of January. I underwent the horrible torture without weakness.

Before the ceremony, I waited for an hour in the hall of the garrison adjutant at the École Militaire, guarded by the captain of gendarmes, Lebrun-Renault. During these long minutes I gathered up all the forces of my being. The memory of the dreadful months which I had just passed came back to me, and in broken sentences I recalled to the captain the last visit which Commandant du Paty de Clam had made me in my prison. I protested against the vile accusation which had been brought against me; I recalled that I had written again to the Minister to tell him of my innocence. . . .

After this I was marched to the center of the square, under a guard of four men and a corporal.

Nine o'clock struck. General Darras, commanding the parade, gave the order to carry arms.

I suffered agonizingly, but held myself erect with all my strength. To sustain me I called up the memory of my wife and children.

As soon as the sentence had been read out, I cried aloud, addressing myself to the troops:

"Soldiers, they are degrading an innocent man. Soldiers, they are dishonoring an innocent man. *Vive la France, vive l'armée!*"

A sergeant of the Republican Guard came up to me. He tore off rapidly buttons, trousers-stripes, the signs of my rank from cap and sleeves, and then broke my sword across his knee. I saw all these material emblems of my honor fall at my feet. Then, my whole being racked by a fearful paroxysm, but with body erect and head high, I shouted again and again to the soldiers and to the assembled crowd the cry of my soul.

"I am innocent!"

The parade continued. I was compelled to make

the whole round of the square. I heard the howls of a deluded mob, I felt the thrill which I knew must be running through those people, since they believed that before them was a convicted traitor to France; and I struggled to transmit to their hearts another thrill,—belief in my innocence.

The round of the square made, the torture would be over, I believed.

But the agony of that long day was only beginning.

They tied my hands, and a prison van took me to the *Dépôt* (Central Prison of Paris), passing over the Alma Bridge. On coming to the end of the bridge, I saw through the tiny grating of my compartment in the van the windows of the home where such happy years of my life had been spent, where I was leaving all my happiness behind me. My grief bowed me down.

At the Central Prison, in my torn and stripped uniform, I was dragged from hall to hall, searched, photographed, and measured. At last, toward noon, I was taken to the Santé Prison and shut up in a convict's cell.

*from Alfred Dreyfus, Five Years of My Life, 1894–1899 (New York: McClure, 1901), 49–52. Reprinted in Louis L. Snyder, The Dreyfus Case: A Documentary History (New Brunswick, New Jersey: Rutgers University Press, 1973), 34–36.*

## Discussion Questions

### Determining Main Ideas

1. What happened to Dreyfus during the degradation ceremony?
2. How did Dreyfus react to the degradation?
3. **Making Predictions** Do you think Dreyfus was able to convince the crowd of his innocence as he was paraded through the square? Give specific reasons to support your answer.

CHAPTER  
**26**

Section 2

**PRIMARY SOURCE** *from* Irish Petition to Emigrate, 1847

*During the Great Famine in Ireland, more than a million Irish fled from their homeland. Many first sailed to Liverpool, England, and then, if they had the money, to the United States. This petition to emigrate was sent to Lord Monteagle, chairman of the 1847 Lords Committee on Colonisation from Ireland. As you read this petition, think about what the petitioners asked for and what they promised in return.*

‘Petition from poor Irish  
To the Right Honourable Lords Temporal and Spiritual.

‘Honoured Gentlemen,

We, the undersigned, humbly request, that ye will excuse the Liberty we take in troubling ye at a Time when ye ought to be tired, listening to our Cries of Distress; but like Beggars we are importunate. We the undersigned are the Inhabitants of the Parish of Rattibarren, Barony of Liney and County of Sligo. It is useless for us to be relating our Distress, for ye too often were distressed by hearing them,—for none could describe it; it can only be known by the Sufferers themselves. We thank ye, and our Gracious Sovereign, and the Almighty for the Relief we have, though One Pound of Indian Meal for a full-grown Person, which has neither Milk nor any other kind of Kitchen, it is hardly fit to keep the Life in them; but if we got all that we would be thankful. . . . In Times past the Poor of this Country had large gardens of Potatoes and as much Conacre as supported them for nearly the whole Year, and when they had no Employment from the Farmers they were working for themselves, and when they had no Employment they had their own Provision; but now there [are] Thousands and Tens of Thousands that has not a Cabbage Plant in the Ground; so we hope ye will be so charitable as to send us to America, and give us Land according to our Families, and any thing else ye will give us (and we will do with the coarsest Kind). We will repay the same, with the Interest thereof, by Instalments, as the Government will direct. And if any refuse or neglect to pay the same, the next Settler to pay the Money and have his Land. And we will bind ourselves to defend the Queen’s Right in any Place we are sent, and leave it on our Children to do the

same. So we hope for the sake of Him gave you the Power and England Power, and raised her to be the Wonder of the World . . . and hope for the sake of Him that said, “He that giveth to the Poor lendeth to the Lord, and He will repay it,” that ye will grant our Petition. And may He grant ye heavenly Wisdom, with temporal and spiritual Riches also, is the earnest Prayer of your Petitioners.

[Eighty-six Names.]

‘We think it useless to [bother?] ye with Names, as we could get as many Names as would nearly reach across the Channel.

‘We hope your Lordship will excuse the Liberty we take in troubling you. We know that you have Irish Poor at heart, and that you are their best Friend, which is the Cause of us making so free.

‘We hope ye will make Allowance for Deficiencies for this, for the Writer is a poor Man that knows little about Stiles and Titles, for we are not able to pay a Man that could [do] it right.

‘To Lord Monteagle,  
House of Lords, London.’

The reply is not recorded.

*from* Report of Select Committee on Colonization from Ireland, H.C., 1847, Vol 6, p. 771. Reprinted in Terry Coleman, *Going to America* (New York: Pantheon Books, 1972), 132–134.

## Discussion Questions

### *Determining Main Ideas*

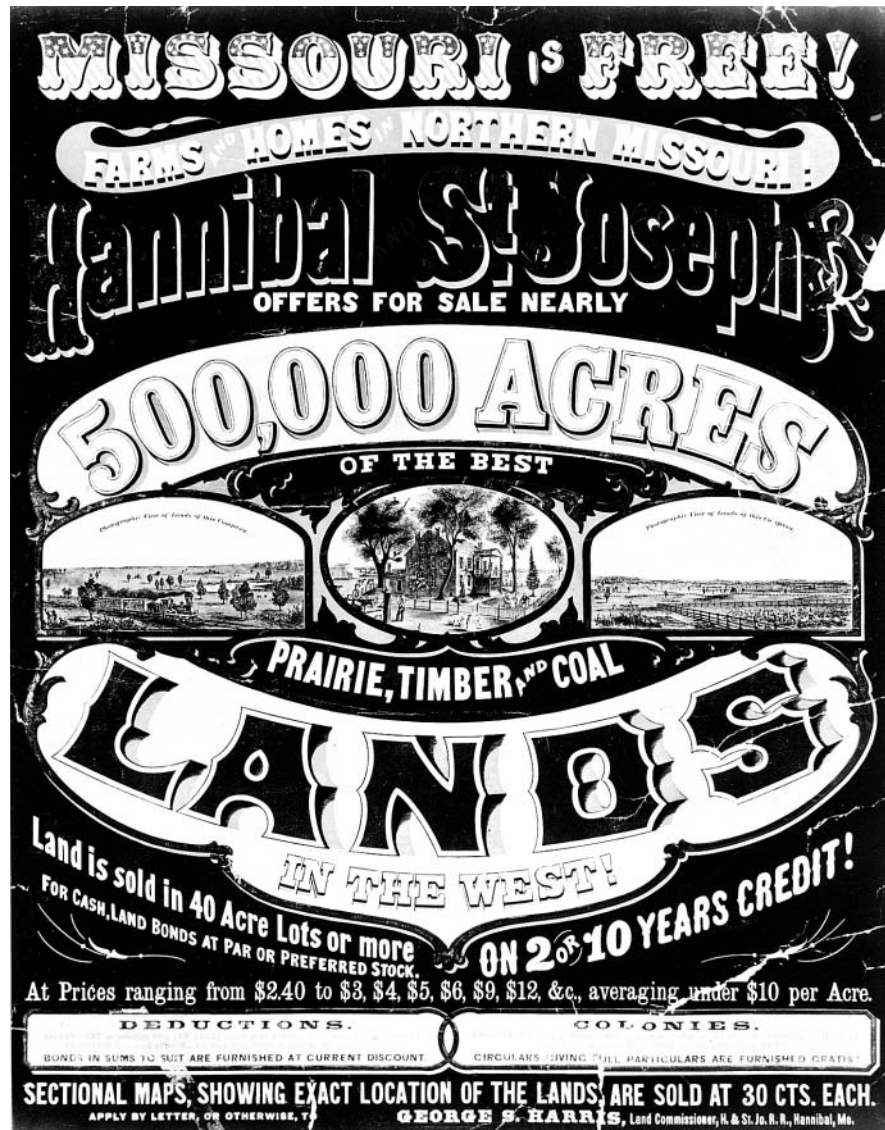
1. What did the petitioners ask for?
2. What did the petitioners offer in return?
3. **Drawing Conclusions** Based on your reading of this petition, how would you characterize the attitudes of the Irish petitioners toward the British government?



CHAPTER  
**26**  
Section 3

PRIMARY SOURCE Railroad Poster

*To attract settlers to the American West, United States railroad companies published persuasive posters like this one. How did this poster encourage people to buy land in Missouri?*



Corbis-Bettmann.

**Activity Options**

1. **Making Inferences** Design a poster or a newspaper advertisement to encourage people to settle in the American West. Then display your poster or ad in the classroom. Discuss with classmates the methods the posters and ads use to attract settlers.
2. **Analyzing Issues** Picture yourself as a potential settler. About how much money would you have

to spend to buy land in Missouri? Calculate the minimum and maximum cost for one 40-acre lot based on information that is provided in this poster.

3. **Writing for a Specific Purpose** Imagine that you are a 19th-century settler. Write a letter to a friend in which you explain how this poster convinced you to buy land in Missouri. Read your letter to a partner.



  
Section 4**PRIMARY SOURCE** *from Orville Wright's Diary*

*On December 17, 1903, Orville and Wilbur Wright made the first airplane flight at Kitty Hawk, North Carolina. As you read this excerpt from Wright's diary, think about the challenges as well as the historical significance of this event.*

When we got up, a wind of between 20 and 25 miles was blowing from the north. We got the machine out early and put out the signal for the men at the station. Before we were quite ready, John T. Daniels, W. S. Dough, A. D. Etheridge, W. C. Brinkley of Manteo, and Johnny Moore of Nag's Head arrived. After running the engine and propellers a few minutes to get them in working order, I got on the machine at 10:35 for the first trial. The wind according to our anemometer [instrument for indicating and measuring wind force and velocity] at this time was blowing a little over 20 miles (corrected) 27 miles according to the Government anemometer at Kitty Hawk. On slipping the rope the machine started off increasing in speed to probably 7 or 8 miles. The machine lifted from the truck just as it was entering on the fourth rail. Mr. Daniels took a picture just as it left the trucks. [The trucks were a primitive sort of wheel assembly, which enabled the plane to take off along a track made from two-by-fours. When the plane took off, it left the truck on the ground and hence flew without any landing gear.]

I found the control of the front rudder quite difficult on account of its being balanced too near the center and thus had a tendency to turn itself when started so that the rudder was turned too far on one side and then too far on the other. As a result the machine would rise suddenly to about 10 feet and then as suddenly, on turning the rudder, dart for the ground. A sudden dart when out about 100 feet from the end of the track ended the flight. Time about 12 seconds (not known exactly as watch was not promptly stopped). The flight lever for throwing off the engine was broken, and the skid under the rudder cracked.

After repairs, at 20 minutes after 11 o'clock Will [Orville's brother Wilbur] made the second trial. The course was about like mine, up and down but a little longer . . . over the ground though about the same in time. Distance not measured but about 175 feet. Wind speed not quite so strong.

With the aid of the station men present, we picked the machine up and carried it back to the starting ways. At about 20 minutes till 12 o'clock I

made the third trial. When out about the same distance as Will's, I met with a strong gust from the left which raised the left wing and sidled the machine off to the right in a lively manner. I immediately turned the rudder to bring the machine down and then worked the end control. Much to our surprise, on reaching the ground the left wing struck first, showing the lateral control of this machine much more effective than on any of our former ones. At the time of its sidling it had raised to a height of probably 12 to 14 feet.

At just 12 o'clock Will started on the fourth and last trip. The machine started off with its ups and downs as it had before, but by the time he had gone three or four hundred feet he had it under much better control, and was traveling on a fairly even course. It proceeded in this manner till it reached a small hummock out about 800 feet from the starting ways, when it began its pitching again and suddenly darted into the ground. The front rudder frame was badly broken up, but the main frame suffered none at all. The distance over the ground was 852 feet in 59 seconds. . . .

After removing the front rudder, we carried the machine back to camp. We set the machine down a few feet west of the building, and while standing about discussing the last flight, a sudden gust of wind struck the machine and started to turn it over. All rushed to stop it. Will, who was near the end, ran to the front, but too late to do any good. Mr. Daniels and myself seized spars at the rear, but to no purpose. The machine gradually turned over on us.

*from Richard B. Morris and James Woodress, eds., Voices from America's Past, Vol. 2, Backwoods Democracy to World Power (New York: Dutton, 1963), 293–295.*

## Discussion Questions

### *Determining Main Ideas*

1. How many trial runs did the Wright brothers make on December 17?
2. What was the longest powered flight the Wright brothers made on this day?
3. What kinds of difficulties did the Wright brothers encounter during these trials?

**CHAPTER**  
**26**  
**Section 2**

**LITERATURE SELECTION** “Easter 1916”  
by William Butler Yeats

*Yeats wrote this poem in response to the Easter Rising by Irish nationalists in 1916. Some background will make it easier to understand the poem.*

**Background**

The fighting in World War I required tremendous effort by English military forces, so the Irish saw an opportunity to gain their independence after centuries of English rule. Several groups of Irish nationalists planned an uprising on Easter of 1916. The rebels’ plan called for a coordinated rebellion throughout Ireland, using arms to be shipped from Germany. Few German weapons reached Ireland, so many rebels withdrew from the planned uprising. A few leaders, however, decided to fight in Dublin, despite their limited chance for military victory.

Fewer than 2,000 Irish nationalists seized strategic points in Dublin on the Monday after Easter. Their leaders proclaimed an Irish republic. Within 48 hours, about 5,000 British soldiers were fighting the rebels in Dublin. Outnumbered and lacking artillery or even ammunition, the rebels surrendered 6 days after the uprising began. The leaders of the Easter Rising—including Thomas MacDonagh, James MacBride, James Connolly and Padric Pearse—were executed.

Irish poet William Butler Yeats (1865–1939) wrote this poem about five months after the Easter Rising. By that time the people of Ireland, who at first felt little sympathy for the armed rebellion, had begun to see the executed leaders as martyrs to the cause of Irish nationalism. As you read, watch for clues that indicate how Yeats felt about those leaders before the Easter Rising.

I have met them at close of day  
Coming with vivid faces  
From counter or desk among grey  
Eighteenth-century houses.  
5 I have passed with a nod of the head  
Or polite meaningless words,  
Or have lingered awhile and said  
Polite meaningless words,  
And thought before I had done  
10 Of a mocking tale or a gibe  
To please a companion  
Around the fire at the club,  
Being certain that they and I  
But lived where motley<sup>1</sup> is worn:  
15 All changed, changed utterly:  
A terrible beauty is born.

That woman’s<sup>2</sup> days were spent  
In ignorant good-will,  
Her nights in argument  
20 Until her voice grew shrill.  
What voice more sweet than hers  
When, young and beautiful,  
She rode to harriers?<sup>3</sup>  
This man<sup>4</sup> had kept a school  
25 And rode our wingèd horse;

This other<sup>5</sup> his helper and friend  
Was coming into his force;  
He might have won fame in the end,  
So sensitive his nature seemed,  
30 So daring and sweet his thought.  
This other man<sup>6</sup> I had dreamed  
A drunken, vainglorious<sup>7</sup> lout.  
He had done most bitter wrong  
To some who are near my heart,  
35 Yet I number him in the song;  
He, too, has resigned his part  
In the casual comedy;  
He, too, has been changed in his turn,  
Transformed utterly:  
40 A terrible beauty is born.

Hearts with one purpose alone  
Through summer and winter seem  
Enchanted to a stone  
To trouble the living stream.  
45 The horse that comes from the road,  
The rider, the birds that range  
From cloud to tumbling cloud,  
Minute by minute they change;  
A shadow of cloud on the stream  
50 Changes minute by minute;

A horse-hoof slides on the brim,  
 And a horse splashes<sup>8</sup> within it;  
 The long-legged moor-hens dive,  
 And hens to moor-cocks call;  
 55 Minute by minute they live:  
 The stone's in the midst of all.  
  
 Too long a sacrifice  
 Can make a stone of the heart.  
 O when may it suffice?  
 60 That is Heaven's part, our part  
 To murmur name upon name,  
 As a mother names her child  
 When sleep at last has come  
 On limbs that had run wild.  
 65 What is it but nightfall?  
 No, no, not night but death;  
 Was it needless death after all?  
 For England may keep faith<sup>9</sup>  
 For all that is done and said.  
 70 We know their dream; enough  
 To know they dreamed and are dead;  
 And what if excess of love  
 Bewildered them till they died?  
 I write it out in a verse—  
 75 MacDonagh and MacBride  
 And Connolly and Pearse<sup>10</sup>  
 Now and in time to be,  
 Wherever green is worn,  
 Are changed, changed utterly:  
 A terrible beauty is born.

*September 25, 1916*

### Footnotes

1. **motley:** clothing of many colors, like the costume of a court jester.
2. **that woman:** Con Markievicz, a nationalist leader. Yeats had known her when she was a young woman.
3. **harriers:** hunting dogs.
4. **this man:** Padric Pearse, a nationalist leader. He was declared president of Ireland during the Easter Rising.
5. **this other:** Thomas MacDonagh, a nationalist leader.
6. **this other man:** John MacBride, a nationalist leader. He was the husband of Maud Gonne, a woman Yeats admired.
7. **vainglorious:** boastful; excessively proud.
8. **splashes:** makes a small splash.

9. **England may keep faith:** England may keep its agreement to grant home rule to southern Ireland.
10. **MacDonagh . . . Pearse:** four nationalist leaders who were executed for their part in the Easter Rising.

## Discussion Questions

### Making Inferences

1. The first verse talks of casual, everyday encounters with the Irish nationalist leaders before the uprising. In what way might revolutionary idealists be like court jesters—people who wear motley?
2. The second verse (lines 17–40) describes the character of some leaders of the uprising.
  - a. Of the four people described, which seem admirable to you?
  - b. Why do you think the poem describes the leaders of the Easter Rising in such un-heroic terms?
3. The third verse (lines 41–56) compares the hearts of the nationalist leaders to a stone that disturbs “the living stream.” How might dedicated revolutionaries be troubling to normal, everyday life?
4. Describe in your own words how a failed rebellion can be both terrible and beautiful.
5. In your opinion, which of the following is the best summary of the poem’s reaction to the Easter Rising? Explain your choice.
  - a. Ireland should be free of English rule.
  - b. The Irish rebels were foolish to launch an uprising with little chance to win.
  - c. The Irish rebels became heroes by dying for their beliefs.
  - d. The Irish rebels were noble, admirable people even before the Easter Rising.
6. You have read a brief summary of events of the Easter Rising and a poem based on it. Describe in your own words how the poem and the summary are different.
7. As you read in Section 2 of Chapter 26, Irish nationalists won an election in 1919, fought against the British government, and won home rule for southern Ireland in 1921. These events happened after Yeats wrote this poem. Do you think the leaders of the Easter Rising deserve credit for the later success of the Irish nationalist cause? Give reasons for your answer.

CHAPTER  
**26**  
Section 4

LITERATURE SELECTION *from The Origin: A Biographical Novel of Charles Darwin*  
by Irving Stone

*This biographical novel by American author Irving Stone traces the life of English biologist Charles Darwin. The following excerpt takes place during Darwin's journey to the Galápagos Islands aboard a government ship, the H. M. S. Beagle. The scientific observations that Darwin made on his five-year trip led to the development of his theory of evolution. What different biological and geological samples does Darwin gather on the islands?*

To Charles, at first sight, the islands appeared utterly desolate, sloping symmetrical cones of black lava completely covered with leafless brushwood and stunted trees. That was the end of his discouragement, for when H.M.S. *Beagle* anchored in St. Stephen's Harbor off Chatham Island, he found the bay abounding with fish, sharks and turtles popping their heads up out of the sea. His line went over the side with the rest of the crew's and he immediately began pulling up fine fish, two to three feet long, the heavy catch flapping all over the deck. After the midday meal he climbed ashore with King and Stokes; the day was glowing hot, the black lava resembling Annie's stove at The Mount. He was astounded by the enormous family of reptiles living on the lava, not only the hard-shelled, slow-moving tortoises, the tiny head stuck out on its short thick neck from a stone-hard plated carapace, but the slithery creatures on the low-lying rocks, thousands heaped upon each other five and six deep: "Disgusting, clumsy lizards, black as the porous lava they're lying on," he exclaimed. "I didn't know they were living creatures until I came within a couple of feet of them."

Stokes grimaced at the uncanny sight:

"I've heard them described as 'imps of darkness.'"

Charles turned away without attempting to capture one. He preferred to botanize, climbing the slope of a dead volcano and gathering ten different specimens, "so insignificant and ugly," he cried, "that Professor Henslow will think I have been gathering in the arctic instead of the tropics."

They also smelled unpleasant.

What did delight him that first day was the variety of birds, species he had not seen before.

"All new, all different! My ornithology friends in England are in for a treat."

The birds were so innocent of man, and

unafraid, that King killed one with his hat, and Charles pushed a large hawk off a branch.

The finds on the following day, from a different Chatham anchorage, were equally overwhelming: the black rocks at the shore line crawled with an infinity of bright red crabs, the sandy areas were alive with sea lions honking great noises at each other between graceful swims in the sea.

He exclaimed:

"The island looked dead from a distance but what an immense variety of life has been created here."

He and Stokes walked to the top of a large but low crater. The country to the north was studded with small black cones which Charles described as ancient chimneys for the subterranean melted fluids. Using his hammer, he quickly ascertained that the volcano they had climbed had once been submarine. He chipped away samples of hard sandstone composed of volcanic dust.

Each day in the Galápagos provided separate adventures as the *Beagle* made its way from anchorage to anchorage surveying the different islands: Chatham, James, Charles, Narborough, Albermarle, the highest and boldest of the volcanic peaks, its east side black with lava, sterile and dry, studded with small craters which were appendages to the great volcanic mounts from which the black lava had flowed. Charles frequently took his bedroll and a tent ashore accompanied by one or more of his shipmates. They bivouacked under a miserable little spring of water in a small valley; crossed black sand which was disagreeable to pass over even in thick boots, and brown sand which registered 137° when they placed a thermometer in it, as high as the thermometer could register!

On James Island their walk was a long one. About six miles to an elevation of two thousand



feet, very dry, very hot, the trees low and crooked and nearly leafless but of a larger size than he had thus far observed. At three thousand feet they found the only watering places on the island. Clouds hung over this highest land; the vapor condensed by the trees dripped down like rain. It was wonderfully refreshing. Sometimes they made “wet landings,” onto narrow, shallow beaches, rolling their loose-bottomed trousers above the knees, tying their shoes around their neck by the laces, the socks stuffed inside, slipping off the side of the whaleboat after waiting out the incoming wave to wade ashore, the water high on their legs as they picked their way over pumice rocks and pebbles. Sometimes they approached a sharply inclining lava cliff, fingernails and toes holding onto weathered crevices in the near perpendicular walls.

Since the crew members had been bringing back ten to fifteen giant tortoises a day, he and Syms tried to lift one. All they got for their pains was a solid hissing before the enormous antediluvian creature pulled in its head and began to move pachydermously away. Charles stood on the tortoise’s thick-crust shell but this did not stop its inching forward.

“In fact,” he said with a grin, “he hardly noticed! I wonder how old he is. It’s said they can live for hundreds of years. This cactus they chew on must be Ponce de Leon’s Fountain of Youth.”

The geology was instructive and amusing: craters of all sizes and forms studded about in every direction; some so tiny they might properly be called specimen craters. There were layers of volcanic sandstone, streams of lava naked, black, rough and horrid, grand fields of trachytic lava containing large crystals of glassy, fractured feldspar. The streams were mostly naked of water, their age marked by the presence or absence of foliage; he now believed every plant or tree was in flower or leaf, brown being its prevalent color. Some of the craters were high hills, getting greener as one ascended the peaks, these upland green valleys frequently capturing a refreshing southerly trade wind.

He explored the black cones of craters which resembled the ironwork chimneys at

Wolverhampton, large circular pits, “which were probably produced by a volume of gas at the time when the lava was liquid.”

He exclaimed joyfully:

“It’s always delightful to behold anything which has long been familiar, but only by description.”

One night he slept on the beach, then spent the next day collecting a variety of black basaltic lava, volcanic dust, ancient shells, insects he could describe but not name; cactus, brushwood, birds, the marine iguana which he had at first found dis-

gusting but now admired for the way it glided into the sea for sustenance, evaded its only enemy, the shark, and returned to bake in the hot sun. In this hot tropical sun Charles’s hair became a goldish red, as in the cold of Tierra del Fuego the color had frozen out to leave it dark.

He had failed to anticipate the breath-taking beauty of the archipelago: the brilliant blueness of the sky and sea; the rich plumage of the myriad birds: frigates with their inflatable orange or red throat pouches, penguins, the clean white-masked and blue-foot-

ed boobies; the flightless cormorant with its truncated, useless wings, the waved albatross, lava and swallow-tailed gull, the red-billed tropic bird, the night heron, finches; the little pools where baby seals romped playfully, the massive bull sea lion flopping up to the best flat rock on the promontory, where his females could gather round him; the sea turtle digging a hole in the sand to deposit its eggs; the birds dropping their eggs on meager sticknests on the hard lava ground or in their mating places high on the pock-marked, scarified pumice cliffs; the thick, stumpy-legged tortoises looking like inhabitants of another planet; the sounds of birds, reptiles, fish and sea animals. And very high up, the green foliage where the *palo santo*, the button mangrove, *matazarno* had taken hold in the earth that the winds had blown in over the aeons; the tall, distorted cactus trees, a peculiar rugged cactus whose large oval leaves formed connecting branches. The blowholes where the sea erupted like geysers; the submarine cliffs descending as far as two miles to the bed of the ocean; circular lakes, cliffs sculptured by wind and sea into fantastic columnar shapes.

***He had failed to  
anticipate the  
breath-taking  
beauty of the archi-  
pelago: the brilliant  
blueness of the sky  
and sea; the rich  
plumage of the  
myriad birds.***

The several hundred species of fish were incredible; and on the shore line, in addition to the Sally Light-foot crabs, were starfish, sea urchins, sand dollars, sea cucumbers, all shimmering in the intensely white heat. . . .

It was not until H.M.S. *Beagle* anchored in a cove of Charles Island that he got his first glimpse of the true significance of the Galápagos Islands. Part of it was his own discovery; by studying the finches he had caught on two different islands, he found that they unexpectedly had differently shaped beaks. The second half of the awakening was provided by Nicholas Lawson, the acting British governor who had been appointed when Ecuador claimed ownership of the islands only a couple of years before. Lawson's hair and face were fried red by the sun but he loved the islands for the beauty of their stark black cliffs, clear lagoons, the variety of wild life.

He was at the port of Charles Island to visit a whaling vessel and offered to show Charles the way to the settlement of some two hundred exiles who had been banished from Ecuador for political crimes against the state. During the four-mile walk along the cinder path to the center of the island, they passed a number of tortoises moving at the rate of four miles in twenty-four hours.

Lawson commented:

"I maintain that I can at once tell from which island any one of these tortoises was brought."

Charles pulled up short.

"Are you suggesting, Mr. Lawson, that each island produces its own kind of tortoise?"

"No question about it, Mr. Darwin. I learned how to identify them more'n a year ago. The tortoises of the various islands differ chiefly in their carapaces, different island forms having consistently higher or lower domes on their shells, and distinctive flared margins at the front and back. The carapaces differ too in color and thickness. The tortoises on different islands also grow to a different size, have longer or shorter necks and legs."

Charles was confounded by the phenomenon, and asked Lawson, "Why and how would they change their characteristics?"

The consul's voice sounded as though his throat too had been blistered by the implacable sun.

"I couldn't say, Mr. Darwin. I only know what my eyes tell me."

The puzzle stuck in Charles's mind the way burrs had stuck in the fur of Pincher when he walked him along the river Severn. During the several hours that he spent with Lawson in the pueblo of thatched roofs, makeshift dwellings resting on poles, with patches of sweet potatoes and plantains, the riddle of the differing tortoises bedeviled him. He sat on a log near the natural spring where the turtles and tortoises got their fresh water, a scarcity in the islands because the porous lava rock would not hold the rainfall. Many of the prehistoric monsters traveled upward with outstretched necks as another set returned, having drunk its fill. He watched the tortoises with their heads buried above the eyes sucking in great mouthfuls of water.

"I've been remiss," he decided. "I've put my finds from these islands in the same bag without identifying their place of origin. If there are differences in the beaks of the finches and the shells of the tortoises, I must exercise extreme care to label each island's collection quite scrupulously. In that way I can make comparisons, learn if all the species, birds, lizards, plants, vary from island to island. That could be the most important discovery of my journey. What causes these differences? 'Ay, there's the rub.'"

## Activity Options

1. **Creating Charts and Graphs** Create a chart to show what Darwin finds as he explores the Galápagos Islands. List different plants, animals, and geological features he observes. Share your chart with classmates.
2. **Writing for a Specific Purpose** Picture yourself as Charles Darwin. Write down your scientific observations on the Galápagos Islands in the form of field notes and share them with the class.
3. **Writing Descriptive Paragraphs** Use vivid details in this excerpt to help you visualize what the Galápagos Islands look like, what plants and animals live there, and so forth. Then work with a group of classmates to create a descriptive travel brochure about the islands. If possible, add sketches or photographs to your brochure.

CHAPTER  
26

## HISTORYMAKERS

# Emmeline Pankhurst

## *Crusader for Women*

## Section 1

*"I was fourteen years old when I went to my first suffrage meeting. . . . My mother [was] just setting out for the meeting, and I begged her to let me go along. . . . The speeches interested and excited me. . . . I left the meeting a conscious and confirmed suffragist."—Emmeline Pankhurst, My Own Story (1914)*

Emmeline Pankhurst was the leading figure in the movement for women to win the right to vote in Great Britain. She fought for suffrage for several decades. In 1928, the year of her death, Pankhurst saw victory for the cause for which she had worked so hard.

Born in 1858, Emmeline Goulden was introduced to the suffrage movement by her mother. In 1879, she married Richard Marsden Pankhurst, who was himself committed to equal rights for women. In the late 1860s, he had written the first proposal for woman suffrage in Great Britain. He had also written a bill that gave married women property rights.

In 1889, Emmeline Pankhurst began the Women's Franchise League. This group campaigned for the right to vote and met some success. In 1894, Parliament passed a law that gave married women the right to vote in local elections. However, they were still barred from national elections. Beginning in 1895, Pankhurst herself won several races for local offices.

Pankhurst's most important work began in 1903, when she held a meeting of suffrage workers at her house. They decided to form the Women's Social and Political Union but limited its members to women only. The group adopted a motto that showed the spirit it would bring to the campaign. The slogan was "Deeds, not Words." Pankhurst immediately took action. Later that year, she attended a meeting between women and members of Parliament who said they supported the cause of woman suffrage. She stood up and challenged those politicians. She said that it was fine to say they were for woman suffrage, but they had to be willing to do something for it. She asked whether any were willing to introduce a bill, but none were.

The next year, the WSPU began its fight in earnest. One of Pankhurst's daughters and another woman were thrown out of a meeting of Britain's Liberal Party for disrupting it with their calls for suffrage. In later years, Pankhurst and the WSPU

campaigns against members of the Liberal Party, which then controlled the British government. WSPU disrupted party rallies and interrupted meetings. Many members of the group were thrown in jail; Pankhurst was jailed three times in 1908 and 1909.

In these years, seven different bills for woman suffrage met defeat in Parliament. As a result, the group turned even more aggressive. More than 100 women walked along the street of a shopping district in London and smashed store windows. Some set buildings on fire. When they were arrested, they went on hunger strikes. A new law allowed prisoners to be released when their health was suffering and then imprisoned again when it improved. It was aimed directly at the hunger strikers, and under this law Emmeline Pankhurst was released and put back in prison 12 times in one year.

When World War I began, the WSPU ended its militant campaign. The government released all prisoners from the movement, and the women devoted themselves to helping the war effort. This did more than anything else to win support for their cause.

In 1918, Parliament finally approved a bill giving women the right to vote. However, this was only a partial victory. The law gave the vote only to women 30 years of age or older. It was not until 1928 that the voting age for women was set at 21, as it already was for men. Pankhurst lived to see both of these successes. She died a few weeks after the 1928 vote.

## Questions

1. **Drawing Conclusions** Why would the WSPU not admit men as members? Do you think that was a good idea? Why or why not?
2. **Comparing and Contrasting** Compare and contrast the women's tactics before and during World War I. Which were more effective? Why?
3. **Clarifying** Explain what a hunger strike is and why people use the tactic.



**CHAPTER**  
**26****Section 4****HISTORYMAKERS****Marie and Pierre Curie**  
*Dedicated to Science*

*"Whatever happens, even if one were to be like a body without a soul, one must work just the same."—Pierre Curie to his wife, Marie*

Marie and Pierre Curie were dedicated and brilliant scientists. They shared with another scientist the Nobel Prize for Physics in 1903, and Marie won the Nobel Prize for Chemistry in 1911. The Curies won these and other awards because their work helped shape modern physics.

Marie Curie was born Maria Skłodowska in Poland in 1867. Her parents were intellectuals who, for political reasons, had difficulty finding jobs suitable to their training. Despite their struggles, they managed to pass their interest in education to their daughter, who proved herself a highly intelligent student. The family's poverty, though, forced young Marie to work to help send an older sister to college. Marie took a job as a governess for a wealthy family. Each day when she finished her work, she taught the poor peasants on the family's estate.

In 1891, Marie moved to Paris to continue her own education. She lived in an attic apartment and ate only bread and butter and tea. Studying hard, she finished first in a licensing exam in physics in 1893 and second in the mathematics exam in 1894. That year, she met Pierre Curie, a scientist from Paris who was eight years her senior and had done some important work in magnetism. He proposed to her in a few months, and the next year they wed.

The marriage came as modern physics was just beginning, and the two scientists were excited by new discoveries. Wilhelm Roentgen discovered x-rays in 1895. Henri Becquerel found that uranium radiated similar rays in 1896. Marie began experiments aimed at finding other materials that emitted this radiation.

Marie began using a piece of equipment that Pierre and his brother had made in order to measure weak electrical current. She learned that thorium was, like uranium, radioactive—a term that she coined. Soon, Pierre left his own research and joined his wife in this work. In 1898, they discovered a new radioactive element, which they named polonium after Marie's native country. That year they also discovered the element radium. They identified both elements from the radiation they gave off. While Pierre continued to study that radi-

ation, Marie focused on trying to isolate pure samples of the two elements. Working with a chemist, she was finally able to obtain a small sample of radium in 1902. She won two French science prizes for this work. The next year brought more rewards. Marie was granted her doctorate in science, and both Curies won an award from the British Royal Society and the Nobel Prize for Physics.

The Curies found fame unwelcome. They were generous with their time and knowledge for both scientists and business owners who hoped to find uses for radioactive substances. However, they complained about the "burden of fame" and reluctantly began to take shorter vacations and fewer bicycle rides, a favorite recreation. In 1906, tragedy struck when Pierre was killed by a cart on a Paris street. The next month, the faculty of the Sorbonne University voted to give Marie the professorship that Pierre had held. She became the first woman in the history of that school to teach classes.

Marie taught and worked in the laboratory for almost 30 more years. She also continued winning awards and was always generous. She used the money that came with her 1911 Nobel Prize for Chemistry for research or gave it to friends. During World War I she worked closely with the French army, teaching doctors how to use x-rays to help wounded soldiers.

After the war, Marie labored to build a supply of radioactive material. Some was used for medicine while other samples were taken for further research. In 1934, she died of leukemia, a disease caused by lifelong contact with radioactive elements.

**Questions**

1. **Determining Main Ideas** Give two examples of actions Marie Curie took that showed she was a humanitarian.
2. **Summarizing** How did Pierre's efforts contribute to the scientific success of the couple?
3. **Following Chronological Order** Outline the sequence of Marie Curie's career as a scientist.

CHAPTER  
**26**  
Section 4

**CONNECTIONS ACROSS TIME AND CULTURES**

## *Breakthroughs in Science and Technology*

**THEMATIC CONNECTION:****SCIENCE AND  
TECHNOLOGY**

*Breakthroughs in science and technology marked the 1600s and 1700s and later the Industrial Age. How does the Scientific Revolution that began in the mid-1500s compare with the explosion of scientific knowledge some 300 years later? To make the comparison, answer the questions that follow.*

1. During the Scientific Revolution, Copernicus, Kepler, and Galileo challenged the long-held geocentric theory of the universe. For his beliefs, Galileo was tried by the Catholic Church and forced to refute the Copernican theory.
  - a. What traditional theory of the 1800s did Charles Darwin challenge? \_\_\_\_\_  
\_\_\_\_\_
  - b. How did Darwin's theory of evolution affect society? \_\_\_\_\_  
\_\_\_\_\_
2. The age of European exploration fueled a great deal of scientific research, especially in astronomy and mathematics. What advances in science and technology resulted from the demands of expanding industries? \_\_\_\_\_  
\_\_\_\_\_
3. In 1661, the chemist Robert Boyle proposed that matter was made up of smaller primary particles joined together in different ways. How did Boyle's findings relate to those of John Dalton and Ernest Rutherford? \_\_\_\_\_  
\_\_\_\_\_
4. During the Scientific Revolution, doctors learned a great deal about human anatomy.
  - a. What medical breakthroughs occurred in the late 1800s? \_\_\_\_\_  
\_\_\_\_\_
  - b. What were the long-term effects of these medical advances? \_\_\_\_\_  
\_\_\_\_\_
5. In what way do you think the Scientific Revolution made possible the scientific discoveries of the Industrial Age? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**26**  
Section 1

RETEACHING ACTIVITY

*Democratic Reform  
and Activism*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer(s) in the blank.

- |                                                                                                                           |                       |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------|
| _____ 1. British legislative body composed of a House of Commons and a House of Lords                                     | A. Third Republic     |
| _____ 2. Group that called for voting reform and the vote for all men in Britain in 1838                                  | B. Emmeline Pankhurst |
| _____ 3. British monarch who came to the throne in 1837 and served for nearly 64 years                                    | C. pogroms            |
| _____ 4. Formed the militant Women's Social and Political Union in Britain in 1903                                        | D. Zionism            |
| _____ 5. The period of time after the Franco-Prussian War when the National Assembly agreed on a new government           | E. Émile Zola         |
| _____ 6. Case in which a Jewish captain in the French Army was falsely accused of selling military secrets to the Germans | F. Parliament         |
| _____ 7. Prejudice against Jews                                                                                           | G. Dreyfus affair     |
| _____ 8. French writer who wrote in support of Albert Dreyfus                                                             | H. anti-Semitism      |
| _____ 10. Movement seeking a homeland for the Jews in Palestine                                                           | I. Second Reich       |
|                                                                                                                           | J. Chartist movement  |
|                                                                                                                           | K. Victor Hugo        |
|                                                                                                                           | L. Elizabeth I        |
|                                                                                                                           | M. Queen Victoria     |

CHAPTER  
**26**

Section 2

RETEACHING ACTIVITY *Self-Rule for British Colonies*

**Determining Main Ideas** The following questions deal with the gradual development of self-rule in Britain's colonies. Answer them in the space provided.

1. How did Britain's relationship with its colonies in Africa and Asia differ from that with its colonies of Canada, Australia, and New Zealand?  
\_\_\_\_\_
2. What conflict within Canada made it difficult for it to gain self-rule?  
\_\_\_\_\_
3. What reforms did Lord Durham recommend for Canada?  
\_\_\_\_\_
4. What relationship with Britain did Canada have when it joined with Nova Scotia and New Brunswick in 1867? \_\_\_\_\_  
\_\_\_\_\_
5. Who were the original inhabitants of Australia and New Zealand?  
\_\_\_\_\_
6. How did the British go about populating Australia? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What industry developed into Australia's biggest business?  
\_\_\_\_\_
8. What political reforms did Australia and New Zealand pioneer?  
\_\_\_\_\_
9. What was the political impact of the Great Famine in Ireland?  
\_\_\_\_\_  
\_\_\_\_\_
10. What would home rule for the Irish mean? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**26**  
Section 3

## RETEACHING ACTIVITY

*War and Expansion  
in the United States*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The idea that the United States had the right to rule North America from the Atlantic Ocean to the Pacific Ocean was called</p> <ul style="list-style-type: none"><li>a. imperialism.</li><li>b. manifest destiny.</li><li>c. divine right.</li><li>d. westward expansion.</li></ul> <p>_____ 2. The Trail of Tears refers to</p> <ul style="list-style-type: none"><li>a. the journey of the Cherokee from Georgia to Oklahoma.</li><li>b. the route westward followed by thousands of pioneers.</li><li>c. the slaughter of Native Americans in the West.</li><li>d. the eviction of Native Americans from their tribal lands.</li></ul> <p>_____ 3. As a result of the Mexican-American War, Mexico ceded to the United States land including</p> <ul style="list-style-type: none"><li>a. Texas.</li><li>b. New Mexico.</li><li>c. New Mexico and California.</li><li>d. California and a huge area in the Southwest.</li></ul> <p>_____ 4. In 1853, the United States reached its present boundaries by gaining land through the</p> <ul style="list-style-type: none"><li>a. Louisiana Purchase.</li><li>b. Mexican cession.</li><li>c. Gadsden Purchase.</li><li>d. treaty with Mexico.</li></ul> | <p>_____ 5. Which of the following was NOT a difference between the North and the South before the Civil War?</p> <ul style="list-style-type: none"><li>a. the source of labor for farms and factories</li><li>b. diversified economy vs. an economy based on a few cash crops</li><li>c. commitment to extending its own way of life</li><li>d. a belief in states rights vs. belief in a strong central government</li></ul> <p>_____ 6. At the time of his election in 1860, Abraham Lincoln's position on slavery was</p> <ul style="list-style-type: none"><li>a. that slavery should not exist at all.</li><li>b. that the spread of slavery should be stopped.</li><li>c. that slavery should be legalized in the South.</li><li>d. that slavery should be allowed to spread into western territories.</li></ul> <p>_____ 7. The Confederate States of America formed when</p> <ul style="list-style-type: none"><li>a. Southern states seceded from the Union.</li><li>b. the Civil War started.</li><li>c. Jefferson Davis was elected president.</li><li>d. Lincoln issued the Emancipation Proclamation.</li></ul> <p>_____ 8. After the war, the U.S. Congress abolished slavery in the United States in the</p> <ul style="list-style-type: none"><li>a. Bill of Rights.</li><li>b. 14th Amendment.</li><li>c. Emancipation Proclamation.</li><li>d. 13th Amendment.</li></ul> |
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CHAPTER

26

Section 4

RETEACHING ACTIVITY

Nineteenth-Century Progress

**Summarizing** Complete the chart below by summarizing the contribution of each of the people, events, or inventions in the 19th century.

| Person/Invention           | Contribution |
|----------------------------|--------------|
| 1. Thomas Edison           |              |
| 2. Alexander Graham Bell   |              |
| 3. Guglielmo Marconi       |              |
| 4. Henry Ford              |              |
| 5. Wright brothers         |              |
| 6. Louis Pasteur           |              |
| 7. Joseph Lister           |              |
| 8. Charles Darwin          |              |
| 9. Gregor Mendel           |              |
| 10. Marie and Pierre Curie |              |
| 11. Sigmund Freud          |              |
| 12. mass culture           |              |

**CHAPTER**  
**27****Section 1****GUIDED READING** *The Scramble for Africa*

**A. Determining Main Ideas** As you read about the European colonization of Africa, fill out the chart by writing notes in the appropriate spaces.

| The Forces of Imperialism                                                       |  |
|---------------------------------------------------------------------------------|--|
| 1. Note three motives behind the European race for colonies.                    |  |
| 2. Note two technological advantages Europeans had over the Africans.           |  |
| 3. Note two factors within Africa that made it vulnerable to European conquest. |  |

| The Division of Africa                                                          |  |
|---------------------------------------------------------------------------------|--|
| 4. Note two outcomes of the Berlin Conference in 1884 and 1885.                 |  |
| 5. Note three groups that clashed over territory and resources in South Africa. |  |
| 6. Note one outcome of the Boer War.                                            |  |

**B. Analyzing Causes and Recognizing Effects** On the back of this paper, explain the concepts of **racism** and **Social Darwinism** and how they relate to the policy of **imperialism**.





## Section 2

## GUIDED READING

*Imperialism*  
*Case Study: Nigeria*

**A. Clarifying** As you read this section, take notes to answer the questions.

**European nations used various forms of colonial control.**

1. How did the British control Nigeria and other British colonies?

2. What method of management did the French use with their colonies?

**African societies tried to resist European attempts at colonization.**

3. How did Algeria's resistance to French rule differ from the East Africans' resistance to German rule?

4. Why was Ethiopia able to successfully resist European rule?

**European colonial rule greatly transformed African society.**

5. How did Africans benefit from colonial rule?

6. What were the negative consequences of colonial rule for the African continent?

**B. Summarizing** On the back of this paper, explain the policies of **paternalism** and **assimilation**.

CHAPTER  
**27**

Section 3

GUIDED READING *Europeans Claim Muslim Lands*

**A. Analyzing Causes and Recognizing Effects** As you read this section, explain how each of the factors listed contributed to the decline of Muslim states.

|                                   |   |  |
|-----------------------------------|---|--|
| 1. Death of Suleyman I            | → |  |
| 2. Rise of nationalism            | → |  |
| 3. Geopolitics                    | → |  |
| 4. Construction of the Suez Canal | → |  |
| 5. Discovery of oil in Persia     | → |  |

**B. Determining Main Ideas** Describe the policies European nations used to gain control of Muslim lands.

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**C. Analyzing Causes and Recognizing Effects** On the back of this paper, write a paragraph explaining the causes and outcomes of the **Crimean War**.



Section 4

GUIDED READING

British Imperialism in India

**A. Analyzing Causes and Recognizing Effects** As you read about imperialism in India, briefly note the cause or effect (depending on which is missing) of each situation.

| Causes                                                                                | Effects                                                                                                      |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 1.<br><br>→                                                                           | East India Company gains control of India.                                                                   |
| 2. British establish a railroad network in India.<br><br>→                            |                                                                                                              |
| 3.<br><br>→                                                                           | Villagers are no longer self-sufficient; food production declines and famine sets in.                        |
| 4. The Sepoy Mutiny occurs and uprisings spread over much of northern India.<br><br>→ |                                                                                                              |
| 5.<br><br>→                                                                           | Indians form Indian National Congress and then the Muslim League, which eventually call for self-government. |
| 6. British partition Bengal into Hindu and Muslim sections.<br><br>→                  |                                                                                                              |

**B. Drawing Conclusions** On the back of this paper, explain why the British viewed India as the “jewel in the crown.”

CHAPTER  
**27**

## Section 5

GUIDED READING *Imperialism in Southeast Asia*

**A. Clarifying** As you read about the colonization of Southeast Asia, write notes about each group.

| 1. Dutch East India Company |                |                        |
|-----------------------------|----------------|------------------------|
| Lands claimed               | Major products | Impact of colonization |
|                             |                |                        |

| 2. British    |                    |                        |
|---------------|--------------------|------------------------|
| Lands claimed | Immigration policy | Impact of colonization |
|               |                    |                        |

| 3. French     |                      |                        |
|---------------|----------------------|------------------------|
| Lands claimed | Method of management | Impact of colonization |
|               |                      |                        |

| 4. Americans  |                      |                        |
|---------------|----------------------|------------------------|
| Lands claimed | Method of management | Impact of colonization |
|               |                      |                        |

**B. Clarifying** On the back of this paper, identify the following people:

**King Mongkut      Emilio Aguinaldo      Liliuokalani**


**BUILDING VOCABULARY** *The Age of Imperialism*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                             |                                                                                                         |
|-----------------------------|---------------------------------------------------------------------------------------------------------|
| _____ 1. imperialism        | a. Filipino nationalist leader who fought against U.S. colonization of the Philippine Islands           |
| _____ 2. racism             | b. Hawaiian ruler who tried to restore the political power of Hawaiians                                 |
| _____ 3. Social Darwinism   | c. Dutch settlers of South Africa                                                                       |
| _____ 4. Boer               | d. belief that one race is superior to others                                                           |
| _____ 5. paternalism        | e. Ethiopian leader who succeeded in resisting European colonization                                    |
| _____ 6. Emilio Aguinaldo   | f. theory that those who are fittest for survival enjoy wealth and success and are superior to others   |
| _____ 7. Menelik II         | g. policy of governing people in a parental way by providing for their needs but not giving them rights |
| _____ 8. Queen Liliuokalani | h. seizure of a country or territory by a stronger country                                              |

**B. Completion** Select the term or name that best completes the sentence.

|                   |             |              |            |
|-------------------|-------------|--------------|------------|
| Berlin Conference | Boer War    | Suez Canal   | annexation |
| geopolitics       | Crimean War | assimilation | Raj        |

- The Dutch settlers of South Africa fought against the British in the \_\_\_\_\_.
- The \_\_\_\_\_ was a meeting in which 14 European nations established rules for the division of Africa without consulting African rulers.
- The period of British rule over India from 1757 until 1947 is called the \_\_\_\_\_.
- An interest in or taking of land for its strategic location or products is called \_\_\_\_\_.
- The human-made waterway that cuts through the Isthmus of Suez and connects the Red Sea to the Mediterranean is the \_\_\_\_\_.
- The combined forces of the Ottoman Empire, Britain, and France defeated Russia in the \_\_\_\_\_.

**C. Writing** Write a brief news account of the Sepoy Mutiny using the following terms.

“jewel in the crown”      sepoy      Sepoy Mutiny

**CHAPTER**  
**27****Section 4****SKILLBUILDER PRACTICE** *Analyzing Bias*

*An author's bias can be revealed through such clues as tone, loaded language, and appeals to the reader's emotions. Bias is a one-sided, prejudiced point of view. As you read the passage below, look for clues that signal the author's point of view. Then answer the questions below. (See Skillbuilder Handbook.)*

Every Englishman is born with a certain miraculous power that makes him master of the world. When he wants a thing he never tells himself that he wants it. He waits patiently till there comes into his head, no one knows how, a burning conviction that it is his moral and religious duty to conquer those who have got the thing he wants. Then he . . . conquers half the world and calls it Colonization. When he wants a new market for his adulterated Manchester goods, he sends a missionary to teach the natives the gospel of peace. The natives kill the missionary: he flies to arms in defense of Christianity; fights for it; conquers for it; and

takes the market as a reward from heaven. . . .

You will never find an Englishman in the wrong. He does everything on principle. He fights you on patriotic principles; he robs you on business principles; he enslaves you on imperial principles; he bullies you on manly principles; he supports his king on loyal principles, and cuts off his king's head on republican principles. His watchword is always duty; and he never forgets that the nation which lets its duty get on the opposite side to its interest is lost.

from George Bernard Shaw, *The Man of Destiny*, 1905

1. What negative bias about Englishmen does the author make? \_\_\_\_\_  
\_\_\_\_\_
2. What are some words in the passage that reflect value judgments and appeal to the reader's emotions? \_\_\_\_\_  
\_\_\_\_\_
3. Which statements are factual? Which statements are opinions or judgments? \_\_\_\_\_  
\_\_\_\_\_
4. How would you describe the tone of the passage? \_\_\_\_\_  
\_\_\_\_\_
5. What is the author's point of view? \_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**27****Section 1****GEOGRAPHY APPLICATION: MOVEMENT***David Livingstone Explores Southern Africa*

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

Scottish explorer David Livingstone, born in 1813, explored southern Africa on three different expeditions from 1841–1873. He journeyed there to bring “Christianity, commerce, and civilization” to the heart of the continent.

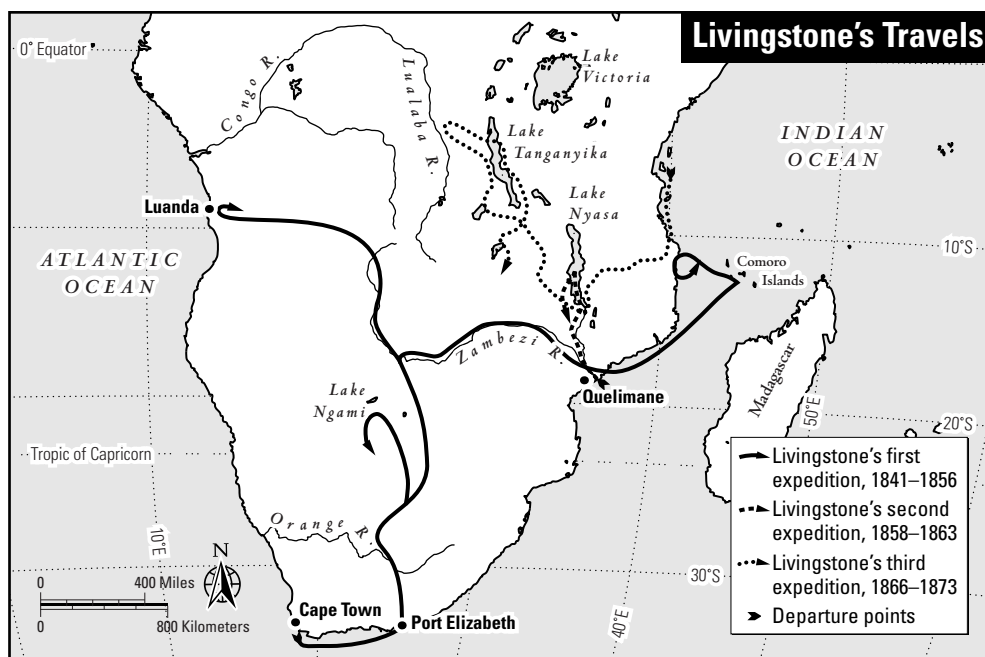
In 1841, Africa was a mystery to many Europeans. They thought of it as dry and infertile with little commercial value. However, Livingstone amazed them during his travels by sending back reports of a continent filled with lush forests, huge waterfalls, and massive grasslands. Initially, Livingstone’s goal was to convert Africans to Christianity. However, that soon gave way to exploration and the attempt to discover trade routes that could undercut and possibly end the slave trade.

Livingstone also covered a great deal of territory. In 1855, he explored the turbulent and wild waters of the Zambezi River, which funnels into a great waterfall. He named it the Victoria Falls in honor of his monarch, Queen Victoria. In addition, his journeys across sub-Saharan Africa were the first by

a European and rank as one of the greatest land explorations in history.

During his travels, Livingstone survived a variety of hardships that killed many of his companions. Aside from the extreme heat, driving rain, and knee-deep mud, Livingstone suffered under the constant threat that the men traveling with him might mutiny and kill him. In addition, Livingstone battled repeated attacks of malaria. He also suffered from terrible headaches, dizziness, vomiting, and diarrhea. In one three-year stretch, he endured 27 attacks of fever. Livingstone was even mauled by a lion, an attack that permanently damaged his left hand.

Livingstone died in 1873 at the end of his third expedition. By that time, he had influenced attitudes toward Africa all over the Western world. Despite traditional thinking of the time that European culture was superior, Livingstone truly believed in Africa’s ability to advance to the modern world.





**Interpreting Text and Visuals**

1. Were any of Livingstone's explorations in the northern hemisphere? Explain. \_\_\_\_\_

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2. Name two lakes in eastern Africa that Livingstone explored. \_\_\_\_\_

---

3. During which expedition did Livingstone travel on the ocean?

---

4. What large river flowing into the Indian Ocean did he travel along? \_\_\_\_\_

5. About how many miles did he travel from Port Elizabeth to Luanda to Quelimane? \_\_\_\_\_

6. During which expedition did Livingstone cover the most territory and where did this journey take him? \_\_\_\_\_

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7. Describe some of the problems that Livingstone encountered on his travels.

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8. What were the three primary reasons that Livingstone undertook his journeys? \_\_\_\_\_

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## Section 1

## PRIMARY SOURCE

## British Contract with an African King

*In 1888 Cecil Rhodes sent three agents of his South Africa Company—Charles Rudd, Rochfort Maguire, and Francis Thompson—to see the king of the Ndebele people. The mining company agents persuaded the African king Lo Bengula to sign a contract granting the British mining rights. Later, Lo Bengula said that he had been tricked into signing the agreement, and he wrote a letter of protest to Queen Victoria of Great Britain. What were the terms of this contract?*

Know all men by these presents, that whereas Charles Dunell Rudd, of Kimberley; Rochfort Maguire, of London; and Francis Robert Thompson, of Kimberley, hereinafter called the grantees, have covenanted and agreed, and do hereby covenant and agree, to pay to me, my heirs and successors, the sum of one hundred pounds sterling, British currency, on the first day of every lunar month; and, further, to deliver at my royal kraal one thousand Martini-Henry breech-loading rifles, together with one hundred thousand rounds of suitable ball cartridge, five hundred of the said rifles and fifty thousand of the said cartridges to be ordered from England forthwith and delivered with reasonable dispatch, and the remainder of the said rifles and cartridges to be delivered as soon as the said grantees shall have commenced to work mining machinery within my territory; and further, to deliver on the Zambesi River a steamboat with guns suitable for defensive purposes upon the said river, or in lieu of the said steamboat, should I so elect to pay to me the sum of five hundred pounds sterling, British currency. On the execution of these presents, I, Lo Bengula, King of Matabeleland, Mashonaland, and other adjoining territories, in exercise of my council of indunas, do hereby grant and assign unto the said grantees, their heirs, representatives, and assigns, jointly and severally, the complete and exclusive charge over all metals and minerals situated and contained in my kingdoms, principalities, and dominions, together with full power to do all things that they may deem necessary to win and procure the same, and to hold, collect, and enjoy the profits and revenues, if any, derivable

from the said metals and minerals, subject to the aforesaid payment; and whereas I have been much molested [of] late by diverse persons seeking and desiring to obtain grants and concessions of land and mining rights in my territories, I do hereby authorise the said grantees, their heirs, representatives, and assigns, to take all necessary and lawful steps to exclude from my kingdom, principalities, and dominions all persons seeking land, metals, minerals, or mining rights therein, and I do hereby undertake to render them all such needful assistance as they may from time to time require for the exclusion of such persons, and to grant no concessions of land or mining rights from and after this date without their consent and concurrence; provided that, if at any time the said monthly payment of one hundred pounds shall cease [the agreement's end dates from] the last-made payment.

*from Sir Lewis Mitchell, The Life of the Right Honorable Cecil John Rhodes, Vol. 1 (London: 1910), 244–245.  
Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 102–103.*

### Discussion Questions

#### Recognizing Facts and Details

1. What was the king to receive from the British mining company?
2. What did the king agree to give the British mining company?
3. **Drawing Conclusions** Why do you think the British mining company agents wanted to obtain mining rights through a contract rather than taking them by force?

**CHAPTER**  
**27****Section 2****PRIMARY SOURCE****Letter from Menelik II**

*From 1889 to 1913, Emperor Menelik II ruled Ethiopia, the only African nation to resist colonization. He wrote the following letter to the caliph of the Sudan to express his opposition to European expansion and his desire to strengthen his alliance with the Sudan. How did Menelik II intend to resist European attempts to colonize his country?*

This is to inform you that the Europeans who are present round the White Nile with the English have come out from both the east and the west, and intended to enter between my country and yours and to separate and divide us. And I, when I heard of their plan, dispatched an expedition, sending detachments in five directions. The group [of Europeans] who are near are the English and the French, who are located in the direction from which the Belgians came. And do you remember when I sent to you Kantiba Jiru, you wrote to me by him that you have men in the direction from which the Belgians came?; and I ordered the chiefs of [my] troops that if they met with them, they were to parley with them and explain [my] intention. And now I have ordered my troops to advance towards the White Nile. And perhaps [if] you heard the news from merchants or from others you might misunderstand my action, [so now] I have written to you so that you would understand the object [of this expedition].

And you look to yourself, and do not let the Europeans enter between us. Be strong, lest if the

Europeans enter our midst a great disaster befall us and our children have no rest. And if one of the Europeans comes to you as a traveler, do your utmost to send him away in peace; and do not listen to rumors against me. All my intention is to increase my friendship with you, and that our countries may be protected from [their] enemies.

from G.N. Sanderson, "The Foreign Policy of Negus Menelik" in the *Journal of African History*, Vol. 5, 1964. Reprinted in Alvin M. Josephy, Jr., ed., *The Horizon History of Africa* (New York: American Heritage, 1971), 429.

**Discussion Questions****Summarizing**

1. According to Menelik II, what was the Europeans' plan?
2. What steps did Menelik II take in response to the Europeans' plan?
3. **Making Inferences** Based on your reading of this letter, what can you infer about the methods some European countries used to control African land and peoples?



## Section 4

## PRIMARY SOURCE

## Letter Opposing the English

### by Moulavy Syad Kutb Shah Sahib

*During British imperial rule in the 19th century, many Indians believed that the British were trying to force them to convert to Christianity. In a letter, Muslim leader Moulavy Syad Kutb Shah Sahib issued a warning to Hindus and Muslims in order to protect them from the British. The following excerpt from his letter reflects Indians' resentment toward the British because of religious differences. What course of action did Moulavy Syad Shah recommend Indians should take?*

The English are people who overthrow all religions. You should understand well the object of destroying the religions of Hindustan; they have for a long time been causing books to be written and circulated throughout the country by the hands of their priests, and, exercising their authority, have brought out numbers of preachers to spread their own tenets: this has been learned from one of their own trusted agents. . . . [The English] ordered the Brahmans and others of their army to bite cartridges, in the making up of which fat had been used. The Mussulman [Muslim] soldiers perceived that by this expedient the religion of the Brahmans and Hindus only was in danger, but nevertheless they also refused to bite them. On this the English now resolved on ruining the faith of both. . . . It is now my firm conviction that if these English continue in Hindustan they will kill every one in the country, and will utterly overthrow our religions. . . . Under these circumstances, I would ask, what course have you decided on to protect your lives and faith? Were your views and mine the same, we might destroy them entirely with a very little trouble; and if we do so, we shall protect our religions and save the country. . . . All you Hindus are hereby solemnly adjured, by your faith in Ganges, Tulsi, and Saligram; and all you Mussulmans, by your belief in God and the Koran, as these English are the common enemy of both, to unite in considering their slaughter extremely expedient, for by this alone will the lives and faith of both be saved. It is expedient, then, that you should coalesce and slay them. The slaughter of kine [cows] is regarded by the Hindus as a great insult to their religion. To prevent this a solemn compact and agreement has been entered into by all the Mahomedan chiefs of Hindustan, binding themselves, that if the Hindus will come forward to slay the English, the Mahomedans will from that very day put a stop to the slaughter of cows, . . . but if the Hindus will not

gird their loins to kill the English, but will try to save them, they will be as guilty in the sight of God as though they had committed the sins of killing cows and eating flesh. Perhaps the English may, for their own ends, try to assure the Hindus that as the Mussulmans have consented to give up killing cows from respect for the Hindu religion, they will solemnly engage to do the same, and will ask the Hindus to join them against the Mussulmans; but no sensible man will be gulled by such deceit, for the solemn promises and professions of the English are always deceitful and interested. Once their ends are gained they will infringe their engagements, for deception has ever been habitual with them, and the treachery they have always practised on the people of Hindustan is known to rich and poor. Do not therefore give heed to what they may say. . . . I trust you will all write answers approving of what has been proposed herein. This letter has been printed under the direction of Moulavy Syad Kutb Shah Sahib, at the Bahaduri press, in the city of Bareilly.

*from Selections from the Records of the Government of Punjab and its Dependencies, New Series, No. VII (Lahore: Punjab Printing Company, Ltd., 1870), 173–175. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 70–72.*

## Discussion Questions

### Clarifying

1. According to this letter, why were the English a threat to Indians?
2. What course of action did Moulavy Syad Shah believe Indians should take against the English?

### Analyzing Causes and Recognizing Effects

What connections, if any, do you perceive between the attitudes expressed in this letter and the outbreak of the Sepoy Mutiny?

CHAPTER  
**27**

**Section 5**

**PRIMARY SOURCE**

# In Favor of Imperialism

## Speech by Albert Beveridge

*While running for the Senate in 1898, Indiana's Albert Beveridge gave a campaign speech in which he explained why the United States should keep the Philippines. As you read this excerpt, consider his arguments in favor of U.S. imperialism.*

It is a noble land that God has given us; a land that can feed and clothe the world; a land whose coastlines would enclose half the countries of Europe; a land set like a sentinel between the two imperial oceans of the globe, a greater England with a nobler destiny. It is a mighty people that He has planted on this soil; a people sprung from the most masterful blood of history; . . . a people imperial by virtue of their power, by right of their institutions, by authority of their heaven-directed purposes—the propagandists and not the misers of liberty.

It is a glorious history our God has bestowed upon His chosen people; a history whose keynote was struck by the Liberty Bell; a history heroic with faith in our mission and our future; a history of statesmen who flung the boundaries of the republic out into unexplored lands and savage wildernesses; a history of soldiers who carried the flag across the blazing deserts and through the ranks of hostile mountains, even to the gates of sunset; a history of a multiplying people who overran a continent in half a century. . . .

Therefore, in this campaign, the question is larger than a party question. It is an American question. It is a world question. Shall the American people continue in their restless march toward the commercial supremacy of the world? Shall free institutions broaden their blessed reign as the children of liberty wax in strength, until the empire of our principles is established over the hearts of all mankind? . . .

God bless the soldiers of 1898, children of the heroes of 1861, descendants of the heroes of 1776! In the halls of history they will stand side by side with those elder sons of glory, and the opposition to the government at Washington shall not deny them. No! They shall not be robbed of the honor due them, nor shall the republic be robbed of what they won for their country. . . .

Hawaii is ours; Puerto Rico is to be ours; at the prayer of the people, Cuba will finally be ours; . . . at the very least the flag of a liberal government is to float over the Philippines, and I pray God it may be the banner that Taylor unfurled in Texas and Frémont carried to the coast—the stars and stripes of glory.

The march of the flag! . . .

Think of the thousands of Americans who will pour into Hawaii and Puerto Rico when the republic's laws cover those islands with justice and safety! Think of the tens of thousands of Americans who will invade mine and field and forest in the Philippines when a liberal government . . . shall establish order and equity there! Think of the hundreds of thousands of Americans who will build a soap-and-water, common-school civilization of energy and industry in Cuba when a government of law replaced the double reign of anarchy and tyranny. Think of the prosperous millions that empress of islands will support when, obedient to the law of political gravitation, her people ask for the highest honor liberty can bestow, the sacred Order of the Stars and Stripes, the citizenship of the Great Republic!

from Thomas B. Reed, ed., *Modern Eloquence*, Vol. XI (Philadelphia, 1903), 224–243.

## Discussion Questions

### Clarifying

1. Whose hand did Beveridge see in America's destiny?
2. According to Beveridge, what would Hawaii, Puerto Rico, the Philippines, and Cuba gain from their association with the United States?
3. **Drawing Conclusions** Which arguments for the expansion of the American empire do you find most persuasive?

**CHAPTER**  
**27****Section 1****LITERATURE SELECTION****“The Burial”**  
by Rudyard Kipling

*Rudyard Kipling (1865–1936), a British poet, novelist, and short-story writer, lived in India during the time of British imperial rule. He believed that imperialism brought important benefits to the people of Asia and Africa. In his writings, Kipling expressed the belief that the work of the British government was noble and honorable. His elegy for British financier and colonizer Cecil Rhodes, “The Burial,” echoes these sentiments. Rhodes chose for his burial site the Matoppos—or Matopo Hills—in present-day Zimbabwe (formerly Rhodesia), a colony Rhodes founded. Why does Kipling admire Rhodes?*

(C. J. Rhodes, buried in the Matoppos, April 10, 1902)

When that great Kings return to clay,  
Or Emperors in their pride,  
Grief of a day shall fill a day,  
Because its creature died.  
But we—we reckon not with those  
Whom the mere Fates ordain,  
This Power that wrought on us and goes  
Back to the power again.

Dreamer devout, by vision led  
Beyond our guess or reach,  
The travail of his spirit bred  
Cities in place of speech.  
So huge the all-mastering thought that drove—  
So brief the terms allowed—  
Nations, not words, he linked to prove  
His faith before the crowd.  
It is his will that he look forth  
Across the world he won—  
The granite of the ancient North—  
Great spaces washed with sun.

There shall he patient take his seat  
(As when the Death he dared),

And there await a people's feet  
In the paths that he prepared.  
There, till the vision he foresaw  
Splendid and whole arise,

And unimagined Empires draw  
To council 'neath the skies,  
The immense and brooding Spirit still  
Shall quicken and control.  
Living he was the land, and dead,  
His soul shall be her soul!

**Research Options**

1. **Using Research in Writing** Find out more about Cecil Rhodes. Then write a brief biographical sketch and share it with the class. Discuss with your classmates whether you agree with Kipling's assessment of Rhodes in “The Burial.”
2. **Determining Word Meaning** Use a dictionary, an encyclopedia, or a handbook of literary terms to find a definition of *elegy*. Then discuss with your classmates whether it was appropriate for Kipling to write an elegy about Cecil Rhodes.





## Section 2

## HISTORYMAKERS

# Menelik II

## *Preserver of Independence*

*"In administration, as in 'high politics' and diplomacy where he scarcely made a false move after 1878, Menelik understood the limits of the possible, kept his objectives clearly in sight, and had an almost unerring eye for the means best suited to attain those objectives."—Historians Ronald Oliver and G. N. Sanderson*

As foreign powers carved up Africa in the late 1800s, the nation of Ethiopia remained independent. This occurred because of the skill of Emperor Menelik II, who defended his country against voracious imperial appetites in Europe.

Menelik II was born as Sahle Miriam, the son of the king of Shoa, a part of Ethiopia. The king of Shoa was ruled by the emperor of Ethiopia. However, Shoa, on the southern border, was more independent of the emperor than most kingdoms. That ended in 1855, when the emperor invaded Shoa. The king died, the land was seized, and Sahle—only 11 years old—was taken prisoner. He was held captive for ten years.

In 1865, Sahle escaped back to Shoa and declared himself king. He ruled the region for more than 20 years, slowly gathering strength. For most of those years, the emperor of Ethiopia was Yohannes IV. Sahle outwardly showed loyalty to him by paying the tribute and sending soldiers to help him put down rebellions. Meanwhile, Sahle fortified his own power so he could challenge the emperor.

In preparing, Sahle took three steps. First, he made his kingdom larger with new conquests to the south and east. Second, he made his army stronger by buying guns from Europeans. Third, he gained support from Italy through a secret agreement. In the late 1880s, Yohannes's power weakened. He proved unable to check the growing influence of the Italians, who wanted to gain a foothold in Ethiopia. He also could not stop the Muslims in the Sudan, which bordered Ethiopia. As Sahle moved to challenge Yohannes, the emperor died in a fight against the Sudanese. Sahle became emperor. In taking Menelik II as his ruling name, he reached back in Ethiopian history. Menelik I had been the name of the son of Solomon and the Queen of Sheba who, by legend, had ruled many centuries before.

Only one king refused to recognize Menelik II as emperor. Yohannes's son claimed the throne for himself. Menelik, however, signed a treaty with Italy that gave the Italians the kingdom that his

rival ruled. He hoped to prevent the son and Italy from ever joining forces.

Soon, problems arose. There were two versions of the treaty that granted the Italians this land. In Amharic, the Ethiopian language, the treaty said one thing, but in Italian it gave Italy much greater control over Ethiopia. Menelik renounced the treaty and skillfully avoided Italian attempts to recognize its claim. He won the support of France and Russia for his position and traded for more weapons. He made friends with the rulers of the Sudan so he would not have to worry about an attack from them.

Finally, in 1895 Menelik moved against the Italians. Gathering a large army, he marched on the smaller Italian force. In March 1896, they met in the Battle of Adowa. The Italians were without supplies, disorganized, fighting on land they did not know, and outnumbered. Menelik's army crushed them. Almost three-quarters of the Italian force was killed, wounded, or captured. Other European nations saw Ethiopia's power.

Menelik ruled his empire for almost 20 more years, never again having to worry about invasion. He put in place telephone and telegraph systems so he could communicate with outlying areas. He built a railroad that connected a seaport with his new capital, Addis Ababa. He also started a western-style school system aimed at training people for work in the government. When he died in 1913, he left behind a nation that had fought off European imperialism and was ready to enter the modern age.

## Questions

1. **Determining Main Ideas** What is the main idea of this biography?
2. **Analyzing Causes and Recognizing Effects** What actions helped Menelik maintain the independence of Ethiopia?
3. **Supporting Opinions** Reread the evaluation of Menelik at the top of the page. Do you agree or disagree the statement? Explain.



  
Section 5**HISTORYMAKERS** **Mongkut**  
*Reforming King of Siam*

*"It is perhaps not too much to say that Siam owed to Mongkut more than anyone else . . . [its independence when] all the other states of Southeast Asia had come under European control."—Historian D. G. E. Hall*

In the middle and late 1800s, Siam, present-day Thailand, faced serious challenges. Mongkut, a royal prince and future king, helped Siam meet them. He reformed the Buddhist religion and opened Siam to the West. He paved the way for his country to keep its independence while blending its culture with Western ideas.

Mongkut was the 43rd child of the king. He had high standing, however, because he was the first son born of a queen. Still, he was only 20 years old when his father died, and the council of the kingdom chose an older half-brother as the next ruler. Mongkut had recently become a Buddhist monk, and he remained one during the new leader's reign.

This period proved important for Mongkut's later life in three ways. He became a master of Buddhist thought and used his knowledge to launch a return to Buddhist roots. This reform movement made the religion easier to blend with Western science.

Second, Mongkut met scholars and thinkers from many Western nations. He was interested in their ideas and studied their languages and science. Later, when he became king, he allowed people from Europe and the United States to set up schools, hospitals, and printing presses in his country. One of them was the English woman Anna Leonowens, who became governess of Mongkut's children. Her book about life at court was the basis for the musical and movie *The King and I*.

Third, Mongkut's time as a monk allowed him to travel among the Siamese and become familiar with their lives. This experience gave him knowledge of his people and influenced his conduct. He became the first king of Siam to allow subjects to look at his face, and he generally took steps to end the tradition of treating the king as a god.

While living as a monk, Mongkut kept in contact with members of the court who were interested in establishing relations with the West. When his half-brother died in 1851, this group had Mongkut named king. He immediately began to modernize Siam. His chief goal was to make sure that European

powers treated Siam as a nation with its own rights and privileges. He wrote several letters to such rulers as Britain's Queen Victoria, the pope, and three American presidents. He even offered President James Buchanan the use of elephants to help the United States develop its economy.

In 1855, Mongkut agreed to a treaty with Great Britain. This pact ended limits on foreign trade that earlier kings had put in place. It granted British subjects in Siam the right to trade and move about the country freely. It also gave them the right to be free of Siamese laws and courts. This part of the treaty later proved unpopular with the Siamese. In return, the government of Siam collected a duty on goods imported into the country. The treaty was followed by similar ones with the United States and other European nations. As a result of these agreements, Siam began to export rice. More important, it avoided European colonial control.

Mongkut ruled until 1868. He once again gave the common people of Siam the right to ask the king directly for a fair solution to a problem. He supported Westerners who built hospitals, and he worked to improve the health and welfare of his people. He even started a mint to make coins, giving Siam a money economy.

When Mongkut died, his children continued the trends he had begun. One son became king and carried out the work of modernizing Siam. Another son became the nation's leading thinker and helped to spread Buddhism throughout the country.

## Questions

1. **Making Inferences** How did Mongkut's form of Buddhism help Siam adopt Western ideas?
2. **Comparing and Contrasting** Compare the approaches that Menelik II of Ethiopia and Mongkut of Siam took to resisting Western imperialism.
3. **Drawing Conclusions** Why would the people of Siam not like the treaty provision that allowed the British to remain outside the law of Siam?

**CHAPTER**  
**27**

**Section 2**

**CONNECTIONS ACROSS TIME AND CULTURES**

*Colonization and Imperialism*

**THEMATIC CONNECTION:**

**POWER AND AUTHORITY**

*As you have read, imperialism in the eighteenth and nineteenth centuries differed from empire building in the fifteenth and sixteenth centuries. What were the significant differences between the two policies? How were they similar? Use the information presented in Chapter 20 and in this chapter to fill in the chart below.*

| <b>Empire Building<br/>(15th–16th centuries)</b>                                                                                                                                                                    | <b>Imperialism<br/>(18th–19th centuries)</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 1. Economic motives:<br>desire for wealth and riches and new trade routes to Asia                                                                                                                                   | Economic motives:                            |
| 2. Social/religious motives:<br>desire of Catholic priests to spread Christianity in the Americas                                                                                                                   | Social/religious motives:                    |
| 3. Methods of conquest:<br>military conquest of native peoples                                                                                                                                                      | Methods of conquest:                         |
| 4. Patterns of colonial management:<br>Spanish subjected conquered people to system of forced labor, Dutch and French established trading posts, and British established permanent colonies with limited self-rule. | Patterns of colonial management:             |
| 5. Resistance to colonial rule:<br>Natives of New Mexico revolted against Spanish settlers.                                                                                                                         | Resistance to colonial rule:                 |
| 6. Impact of colonization:<br><br>Negative: death of natives from war and European diseases, enslavement of Africans<br><br>Positive: global exchange of food items and livestock                                   | Impact of colonization:                      |



## Section 1

## RETEACHING ACTIVITY

*The Scramble for Africa***Reading Comprehension**

Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                                           |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| _____ 1. The takeover of a country or territory by a stronger nation with the intent of dominating the political, economic, and social life of the people | A. malaria                       |
| _____ 2. The belief that one race is superior to others                                                                                                   | B. Shaka                         |
| _____ 3. Theory of “survival of the fittest”                                                                                                              | C. missionaries                  |
| _____ 4. Meeting of 14 European nations in 1884–85 to determine rules for dividing Africa                                                                 | D. gold                          |
| _____ 5. A Zulu chief who used highly disciplined warriors and good military organization to create a centralized state in South Africa                   | E. Berlin Conference             |
| _____ 6. Dutch settlers who took over Africans’ land and established farms in South Africa                                                                | F. Britain                       |
| _____ 7. Group of people who traveled into Africa to promote Christianity                                                                                 | G. imperialism                   |
| _____ 8. Monarch who commissioned reporter Henry Stanley to obtain land in the Congo in his name                                                          | H. diamonds                      |
| _____ 9. Factor that made it easier for Europeans to colonize Africa                                                                                      | I. Boers                         |
| _____ 10. Colonial power who won control of the Union of South Africa in 1902                                                                             | J. Leopold II of Belgium         |
| _____ 11. Disease that hampered European efforts to colonize Africa                                                                                       | K. racism                        |
| _____ 12. Armed struggle over South Africa                                                                                                                | L. invention of the steam engine |
|                                                                                                                                                           | M. Social Darwinism              |
|                                                                                                                                                           | N. Boer War                      |

**CHAPTER**  
**27**  
**Section 2****RETEACHING ACTIVITY*****Imperialism***  
***Case Study: Nigeria******Making Inferences***

Below are some general statements about empire building in Africa and how it affected Nigeria. Read each statement. Then supply details from the section to support it.

1. The Berlin Conference of 1884–85 was held to decide rules for dividing Africa among colonial powers.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Imperialism of the 18th and 19th centuries was different from explorations of Africa and Asia during the 15th and 16th centuries.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Two methods for managing a colony developed.
  - a. Direct control: \_\_\_\_\_
  - b. Indirect control: \_\_\_\_\_
4. Some European nations followed a policy of governing Africa called paternalism.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Other nations, including France, supported a policy of assimilation.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. The British gained control of Nigeria, one of the most culturally diverse parts of Africa.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
7. Africans tried to resist European attempts to colonize the continent, but only Ethiopia was successful.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
8. European colonial rule had many negative effects and a few positive ones.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_



CHAPTER  
27

Section 3

RETEACHING ACTIVITY *Europeans Claim Muslim Lands*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. An interest in or taking of land for its strategic location or products is called</p> <ul style="list-style-type: none"><li>a. assimilation.</li><li>b. internationalism.</li><li>c. the race for empire.</li><li>d. geopolitics.</li></ul> <p>_____ 2. All of these factors contributed to the weakening of the Ottoman Empire <i>except</i></p> <ul style="list-style-type: none"><li>a. a series of weak sultans.</li><li>b. corruption that led to financial losses.</li><li>c. waves of disease.</li><li>d. increasing inflation.</li></ul> <p>_____ 3. What aspect of the Ottoman Empire appealed most to world powers?</p> <ul style="list-style-type: none"><li>a. its access to the Atlantic sea trade</li><li>b. its growing population</li><li>c. its strong military defenses</li><li>d. its advanced technological development</li></ul> <p>_____ 4. The Crimean War was fought between</p> <ul style="list-style-type: none"><li>a. Russia and Crimea.</li><li>b. Russia and the Ottoman Empire.</li><li>c. Crimea and the Ottoman Empire.</li><li>d. Britain and Russia.</li></ul> | <p>_____ 5. The “Great Game” refers to</p> <ul style="list-style-type: none"><li>a. the debate that took place at the Berlin Conference.</li><li>b. the contest between Britain and Russia over Muslim lands in Central Asia.</li><li>c. the Boer war over South Africa.</li><li>d. the military strategies Russia used to protect Afghanistan from Great Britain.</li></ul> <p>_____ 6. The leader of Egypt who began reforms to modernize its military and economy was</p> <ul style="list-style-type: none"><li>a. Isma’il.</li><li>b. Nasir al-Din.</li><li>c. Muhammad Ali.</li><li>d. Selim III</li></ul> <p>_____ 7. The Suez Canal connected</p> <ul style="list-style-type: none"><li>a. the Nile River with the Red Sea.</li><li>b. the Black Sea and the Caspian Sea.</li><li>c. Mediterranean Sea with the Black Sea.</li><li>d. the Red Sea and the Mediterranean.</li></ul> <p>_____ 8. Persia’s granting concessions to Western businesses there led to</p> <ul style="list-style-type: none"><li>a. the development of its oil fields.</li><li>b. Persian control of Afghanistan.</li><li>c. economic treaties between Persia and Great Britain.</li><li>d. the assassination of Nasir al-Din.</li></ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Section 4

RETEACHING ACTIVITY *British Imperialism in India***Summarizing**

Complete the chart below by summarizing the significance of each of the people or events to British colonialism in India.

| Event/Situation                               | Significance |
|-----------------------------------------------|--------------|
| 1. Battle of Plassey                          |              |
| 2. The army of sepoys                         |              |
| 3. "Jewel in the Crown"                       |              |
| 4. Sepoy Mutiny                               |              |
| 5. Ram Mohun Roy and nationalism              |              |
| 6. Indian National Congress and Muslim League |              |
| 7. Partition of Bengal                        |              |



## Section 5

**RETEACHING ACTIVITY** *Imperialism in Southeast Asia***Sentence Completion**

Select the name or term that best completes the sentence. Write the name or term in the blank.

|                    |                  |                    |
|--------------------|------------------|--------------------|
| Guam               | Indochina        | Philippine Islands |
| Pacific Rim        | sugar cane       | wheat              |
| coffee             | annexation       | China              |
| Indonesian Islands | corn             | Puerto Rico        |
| Mongkut            | Thailand         | Germany            |
| Britain            | Emilio Aguinaldo | rubber             |
| Liliuokalani       | Sanford Dole     | Vietnam            |

1. The lands of Southeast Asia form part of the \_\_\_\_\_, the countries that border the Pacific Ocean.
2. Early in the 19th century, the Dutch gained control of \_\_\_\_\_. New Guinea and the Marshall and Solomon islands were claimed by \_\_\_\_\_.
3. At the same time, \_\_\_\_\_ controlled the major trading port at Singapore, and the French took over \_\_\_\_\_.
4. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ were among the products from this region that became important in world markets.
5. Because of the influx of thousands of workers from \_\_\_\_\_ to Malaysia, the Malays became a minority in their own country.
6. Siam, today called \_\_\_\_\_, modernized during the reign of King \_\_\_\_\_.
7. The United States gained control of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ as a result of the Spanish-American War in 1898.
8. The leader of the Filipino nationalists was \_\_\_\_\_.
9. In this section, \_\_\_\_\_ refers to the adding of Hawaii as a territory of the United States.
10. In a struggle for power between Hawaiians and the wealthy American planters there, Queen \_\_\_\_\_ was overthrown in 1893.



CHAPTER  
**28**

Section 1

GUIDED READING *China Resists Outside Influence*

**A. Analyzing Causes and Recognizing Effects** As you read this section, note some of the causes and effects of events and policies that affected China.

| Causes | Events/Policies                | Effects |
|--------|--------------------------------|---------|
|        | 1. Opium War                   |         |
|        | 2. Taiping Rebellion           |         |
|        | 3. Self-strengthening movement |         |
|        | 4. Open Door policy            |         |
|        | 5. Boxer Rebellion             |         |

**B. Drawing Conclusions** Explain why China was able to isolate itself from Western influence until the nineteenth century.

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**C. Clarifying** On the back of this paper, define **sphere of influence** and **extraterritorial rights**.

CHAPTER  
**28**

GUIDED READING *Modernization in Japan*

Section 2

**A. Following Chronological Order** As you read about the modernization of Japan, answer the questions about the time line.

|      |                                                       |   |                                                                    |
|------|-------------------------------------------------------|---|--------------------------------------------------------------------|
| 1853 | Matthew Perry arrives in Tokyo harbor.                | → | 1. What was the American motive in sending the fleet?              |
| 1854 | Japan signs the Treaty of Kanagawa.                   | → | 2. How did the United States benefit from the terms of the treaty? |
| 1867 | Mutsuhito establishes a new government.               | → | 3. What steps did the Meiji take to modernize Japan?               |
|      |                                                       | → | 4. Why were both countries interested in Korea?                    |
|      |                                                       | → | 5. How did the war begin?                                          |
| 1885 | Japan and China pledge not to send armies into Korea. | → | 6. What consequences did the war have?                             |
| 1894 | Sino-Japanese war begins.                             | → | 7. What was the cause of this war?                                 |
|      |                                                       | → | 8. What were some consequences?                                    |
| 1904 | Russia and Japan go to war over Manchuria.            | → | 9. How did the Japanese rule Korea?                                |
| 1910 | Japan annexes Korea.                                  | → |                                                                    |

**B. Clarifying** On the back of this paper, write a brief paragraph explaining why the **Meiji era** is viewed as a period of “enlightened rule.”

CHAPTER  
**28**

## Section 3

GUIDED READING *U.S. Economic Imperialism*

**A. Analyzing Causes and Recognizing Effects** As you read this section, answer the questions about three factors that set the stage for economic imperialism in Latin America.

| Factor 1: Legacy of Colonial Rule                                                              |  |
|------------------------------------------------------------------------------------------------|--|
| 1. In what ways did landowners "enslave" peasant workers?                                      |  |
| 2. How was land distributed during colonial times?                                             |  |
| 3. What political problems did independent nations face as a result of European colonial rule? |  |

| Factor 2: Foreign Trade                                                                            |  |
|----------------------------------------------------------------------------------------------------|--|
| 4. How did advances in technology affect Latin American trade?                                     |  |
| 5. How did foreign countries gain control of Latin American industries?                            |  |
| 6. Why did Latin American nations remain poor and unindustrialized after they gained independence? |  |

| Factor 3: "The Colossus of the North"                                                                    |  |
|----------------------------------------------------------------------------------------------------------|--|
| 7. Why did President Monroe issue the Monroe Doctrine?                                                   |  |
| 8. How did the Spanish-American War make the United States the dominant imperial power in Latin America? |  |
| 9. How did the United States expand its influence in Latin America in the early 1900s?                   |  |

**B. Clarifying** On the back of this paper, identify the following:

caudillo

José Martí

Roosevelt Corollary

CHAPTER

28

Section 4

GUIDED READING

Turmoil and Change in Mexico

**A. Summarizing** As you read this section, take notes to answer questions about revolution and reform in Mexico.

| What were the major accomplishments of each leader? What was the political legacy of each? |  |
|--------------------------------------------------------------------------------------------|--|
| 1. Antonio López de Santa Anna                                                             |  |
| 2. Benito Juárez                                                                           |  |
| 3. Porfirio Díaz                                                                           |  |

| What role did each of the following play in the Mexican Revolution? |  |
|---------------------------------------------------------------------|--|
| 4. Francisco Madero                                                 |  |
| 5. Francisco “Pancho” Villa                                         |  |
| 6. Emiliano Zapata                                                  |  |
| 7. Venustiano Carranza                                              |  |

**B. Drawing Conclusions** On the back of this paper, write a paragraph describing Benito Juárez’s goals for **La Reforma**.

**CHAPTER**  
**28**

**BUILDING VOCABULARY**

# Transformation Around the Globe

**A. Completion** Select the term or name that best completes the sentence.

|           |                      |                  |                     |
|-----------|----------------------|------------------|---------------------|
| Opium War | Monroe Doctrine      | Open Door Policy | Roosevelt Corollary |
| Meiji era | Spanish-American War | Boxer Rebellion  | <i>La Reforma</i>   |

1. The campaign by poor Chinese peasants and workers against foreigner privilege and the rule of the Dowager Empress was called the \_\_\_\_\_.
2. The 45-year reign of Mutsuhito in Japan, during which the country modernized, is known as the \_\_\_\_\_.
3. The document stating that European powers could not create colonies in the Americas was called the \_\_\_\_\_.
4. The U.S. proposal to keep China open to merchants of all nations was called the \_\_\_\_\_.
5. China battled the British in the \_\_\_\_\_ of 1839 because the British refused to stop trading opium in China.
6. The conflict in which the United States joined the Cuban war for independence became known as the \_\_\_\_\_.

**B. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The document that gave the United States the right to act as “an international police power” in the Western Hemisphere was the (a) Open Door Policy (b) Monroe Doctrine (c) Roosevelt Corollary.
2. The Mexican leader who fought for Mexico’s independence from Spain and served as president four times between 1833 and 1855 was (a) Antonio López de Santa Anna (b) Porfirio Díaz (c) Benito Juárez.
3. The Mexican leader who started *La Reforma*, fought against French rule, and served as president of Mexico was (a) Antonio López de Santa Anna (b) Porfirio Díaz (c) Benito Juárez.
4. The war in which the Japanese drove Russian troops out of Korea was the (a) Opium War (b) Boxer Rebellion (c) Russo-Japanese War.
5. The act of taking control of an existing country is called (a) annexation (b) extraterritorial rights (c) sphere of influence.
6. The caudillo who ruled Mexico harshly from 1876 to 1911 was (a) Antonio López de Santa Anna (b) Porfirio Díaz (c) Benito Juárez.

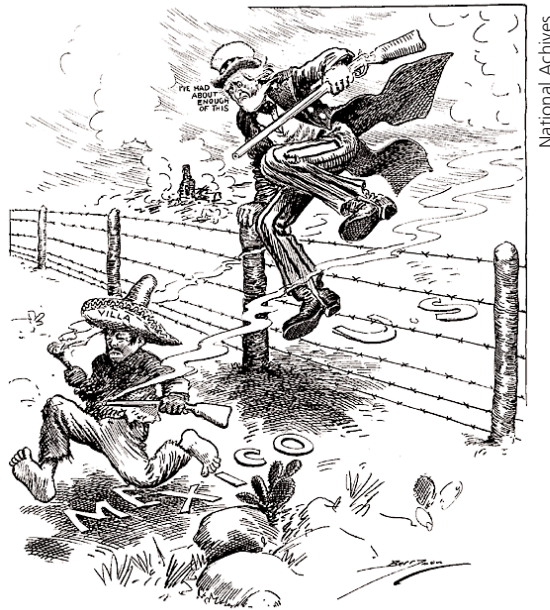
**C. Writing** Write a paragraph explaining the contributions of the following leaders in the Mexican Revolution.

|                  |                |                 |
|------------------|----------------|-----------------|
| Francisco Madero | “Pancho” Villa | Emiliano Zapata |
|------------------|----------------|-----------------|

CHAPTER  
**28**  
Section 4

**SKILLBUILDER PRACTICE** *Analyzing Political Cartoons*

*Political cartoons use humor to make a serious point. They usually address political matters and other issues of interest. Cartoonists often use symbols and other visual clues to get their message across. The cartoon below concerns the response of the United States to “Pancho” Villa’s attack on the town of Columbus, New Mexico, in 1916. Examine the cartoon and then answer the questions that follow. (See Skillbuilder Handbook.)*



National Archives.

1. Who is the character on the right in the cartoon? Who or what does this character represent?

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2. Who is the character on the left in the cartoon?

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3. How do you think the cartoonist feels about the actions of the United States? Support your answer with details from the cartoon.

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CHAPTER  
**28**

Section 1

GEOGRAPHY APPLICATION: MOVEMENT

# The Opium Wars

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

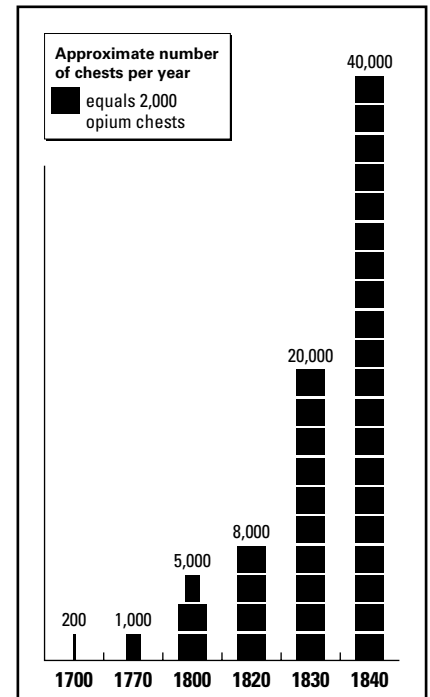
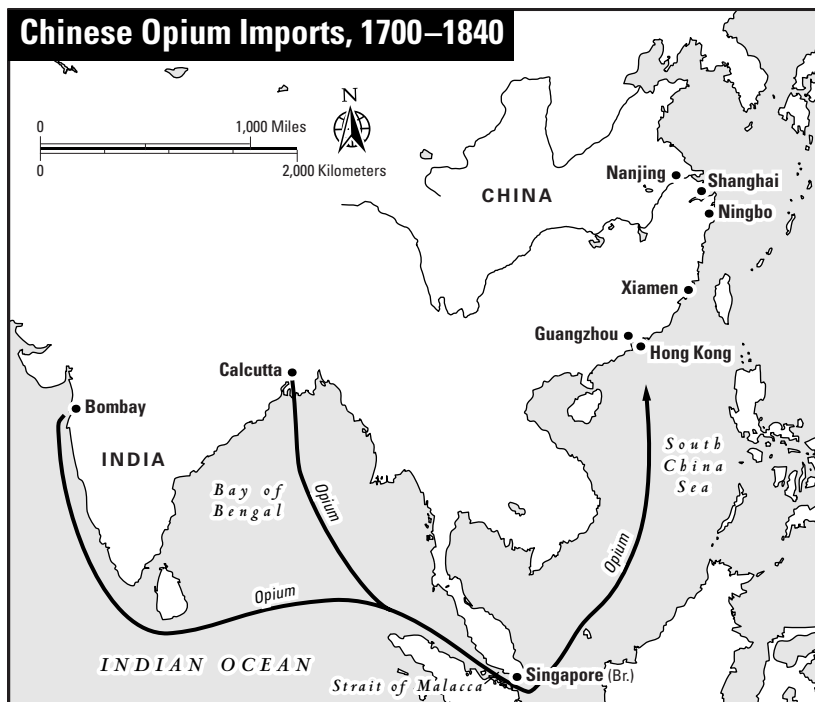
In the 1700s, Britain began smuggling from India into China a narcotic known as opium in order to open Chinese trade markets. The English had been desperate to find a product the Chinese would buy. Opium became that product.

The East India Company, the English company chartered to trade in Asia, opened Chinese trade markets by addicting the Chinese to opium. In the beginning, the Company kept the distribution of the narcotic to a small amount in order to increase the price. At that time, opium was a drug used only by wealthy Chinese—it was not yet a drug of the common people. However, in 1819, the British began distributing massive amounts of opium in order to eliminate the competition. Though flooding the market temporarily dropped the price, the cheaper price of the drug increased the amount of

users. Opium became a recreational drug and created a vast market of opium addicts.

The British government had a vested interest in not only maintaining, but increasing the amount of opium sold in China. Silver gained from the sale of opium helped purchase Chinese tea, which the English drank by the millions-of-gallons every year. The tax on this tea provided the British government with ten percent of its revenue.

Britain's expanding sales of opium to China caused the Opium War of 1839. China wanted sales stopped and destroyed an opium shipment at Guangzhou. The British responded by attacking the port cities shown on the map. The war ended in 1842 with a treaty favorable for the victorious British.





**Interpreting Text and Visuals**

1. In the graph what does each box represent? \_\_\_\_\_
2. How many chests were imported by China in 1820? \_\_\_\_\_
3. By how many chests did the annual opium imports increase between 1770 and 1800? between 1830 and 1840? \_\_\_\_\_
4. Describe the route by which opium reached China. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the approximate sailing distance from Bombay to Guangzhou? \_\_\_\_\_
6. How do you think British control over India and Singapore supported and protected its opium trade? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Why did the British government encourage the opium trade? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Describe the cycle of silver from Britain to China and back to Britain again. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**28**

Section 1

**PRIMARY SOURCE** *from Letter to Queen Victoria*  
by Lin Zexu

*In 1839 the Qing emperor instructed Lin Zexu, an important Chinese official, to end the opium trade with Britain. Lin ordered a large amount of opium seized and publicly destroyed and sent a letter to Queen Victoria about the problems caused by opium. Britain refused to stop trading opium, however, and British warships based in Hong Kong harbor initiated the Opium War by attacking cities along the Chinese coast. As you read this excerpt from Lin's letter, think about why he opposed the opium trade.*

**L**in, high imperial commissioner, a president of the Board of War, viceroy of the two Kiang provinces, &c., Tang, a president of the Board of War, viceroy of the two Kwang provinces, &c., and E, a vice-president of the Board of War, lieutenant-governor of Kwang-tung, &c., hereby conjointly address this public dispatch to the queen of England. . . .

We find that your country is distant from us about sixty or seventy thousand [Chinese] miles, that your foreign ships come hither striving the one with the other for our trade, and for the simple reason of their strong desire to reap a profit. By what principle of reason then, should these foreigners send in return a poisonous drug, which involves in destruction those very natives of China? Without meaning to say that the foreigners harbor such destructive intentions in their hearts, we yet positively assert that from their inordinate thirst after gain, they are perfectly careless about the injuries they inflict upon us! And such being the case, we should like to ask what has become of that conscience which heaven has implanted in the breasts of all men?

We have heard that in your own country opium is prohibited with the utmost strictness and severity:—this is a strong proof that you know full well how hurtful it is to mankind. Since then you do not permit it to injure your own country, you ought not to have the injurious drug transferred to another country, and above all others, how much less to the Inner Land! Of the products which China exports to your foreign countries, there is not one which is not beneficial to mankind in some shape or other. . . . On the other hand, the things that come from your foreign countries are only calculated to make presents of, or serve for mere amusement. It is quite the same to us if we have them, or if we have them

not. If then these are of no material consequence to us of the Inner Land, what difficulty would there be in prohibiting and shutting our market against them? . . .

Our celestial empire rules over ten thousand kingdoms! Most surely do we possess a measure of godlike majesty which ye cannot fathom! Still we cannot bear to slay or exterminate without previous warning, and it is for this reason that we now clearly make known to you the fixed laws of our land. If the foreign merchants of your said honorable nation desire to continue their commercial intercourse, they then must tremblingly obey our recorded statutes, they must cut off for ever the source from which the opium flows, and on no account make an experiment of our laws in their own persons! . . .

Let your highness immediately, upon the receipt of this communication, inform us promptly of the state of matters, and of the measure you are pursuing utterly to put a stop to the opium evil. Please let your reply be speedy. Do not on any account make excuses or procrastinate. A most important communication.

*from The Chinese Repository*, Vol. 8 (February 1840), 497–503. Reprinted in Peter N. Stearns, ed., *Documents in World History*, Vol. II (New York: Harper Collins Publishers, 1988), 55–58.

## Discussion Questions

### Clarifying

1. According to Lin, what was Britain's motivation for trading opium?
2. Why did Lin oppose the opium trade with Britain?
3. **Making Inferences** What does Lin's letter reveal about China's attitudes toward foreigners and Western influence?



## Section 2

**PRIMARY SOURCE** *from The Autobiography of Yukichi Fukuzawa*

*During the Meiji era, the government attempted to modernize Japan by sending representatives to Europe and North America to study Western ways. Yukichi Fukuzawa (1834–1901), a well-known Japanese educator and advocate of Western learning, traveled to the United States and Europe several times. In the following excerpt from his autobiography, Fukuzawa describes one of his visits to America. What were his impressions of California?*

Our hosts in San Francisco were very considerate in showing us examples of modern industry. There was as yet no railway laid to the city, nor was there any electric light in use. But the telegraph system and also Galvani's electroplating were already in use. Then we were taken to a sugar refinery and had the principle of the operation explained to us quite minutely. I am sure that our hosts thought they were showing us something entirely new, naturally looking for our surprise at each new device of modern engineering. But on the contrary, there was really nothing new, at least to me. I knew the principle of the telegraphy even if I had not seen the actual machine before; I knew that sugar was bleached by straining the solution with bone-black, and that in boiling down the solution, the vacuum was used to better effect than heat. I had been studying nothing else but such scientific principles ever since I had entered Ogata's school.

Rather, I was surprised by entirely different things in American life. First of all, there seemed to be an enormous waste of iron everywhere. In garbage piles, on the seashores—everywhere—I found lying old oil tins, empty cans, and broken tools. This was remarkable to us, for in Yedo, after a fire, there would appear a swarm of people looking for nails in the ashes.

Then too, I was surprised at the high cost of daily commodities in California. We had to pay a half-dollar for a bottle of oysters, and there were only twenty or thirty in the bottle at that. In Japan the price of so many would be only a cent or two.

Things social, political, and economic proved most inexplicable. One day, on a sudden thought, I asked a gentleman where the descendants of George Washington might be. He replied, "I think there is a woman who is directly descended from Washington. I don't know where she is now, but I think I have heard she is married." His answer was so very casual that it shocked me.

Of course, I knew that America was a republic with a new president every four years, but I could not help feeling that the family of Washington would be revered above all other families. My reasoning was based on the reverence in Japan for the founders of the great lines of rulers—like that for Ieyasu of the Tokugawa family of Shoguns, really deified in the popular mind. So I remember the astonishment I felt at receiving this indifferent answer about the Washington family. As for scientific inventions and industrial machinery, there was no great novelty in them for me. It was rather in matters of life and social custom and ways of thinking that I found myself at a loss in America. . . .

Before we sailed, the interpreter, Nakahama, and I each bought a copy of Webster's dictionary. This, I know, was the very first importation of Webster's into Japan. Once I had secured this valuable work, I felt no disappointment on leaving the new world and returning home again.

*from Eiichi Kiyooka, trans., The Autobiography of Yukichi Fukuzawa (New York: Columbia University Press, 1966), 110–117, 134–135, 214–217. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins Publishers, 1988), 60–61.*

## Activity Options

1. **Writing for a Specific Purpose** Imagine that you are Yukichi Fukuzawa. Write a travel journal entry in which you record impressions of your trip to the United States.
2. **Clarifying** With a partner, role-play an American or a Japanese journalist who interviews Fukuzawa about his visit to California.
3. **Summarizing** Collect Fukuzawa's impressions of California in a cluster diagram or another kind of graphic organizer.

CHAPTER  
**28**

Section 3

PRIMARY SOURCE

# Building the Panama Canal

by Arthur Bullard

*The Panama Canal, just over 50 miles long, took ten years to build and cost about \$380 million. Consider some of the challenges that had to be overcome as you read this excerpt from an eyewitness account of the canal's construction.*

From Gatun the train goes through territory which is to be the lake. For twenty-three miles the ships will cross this artificial lake to Culebra Cut. Never before has man dreamed of taking such liberties with nature, of making such sweeping changes in the geographical formation of a country. Here are we Americans dropping down into the heart of a jungle of unequaled denseness, building a young mountain, balancing a lake of 160 odd square miles on the top of the continental divide, gouging out a cañon 10 miles long, 300 feet wide, and in some places over 250 feet deep. Think about that a minute and then be proud that you are an American. . . .

"Look!" my friend cried suddenly. "See that machine—it looks like a steam crane—it is a track-shifter. Invented by one of our engineers. You see, on the dumps, where we throw out the spoil from the cuts, we have to keep shifting the tracks to keep the top of the dump level. Well, it took an awful lot of time to do it by hand. So we developed that machine. It just takes hold of a section of track, rails and ties and all, hoists it up out of its ballast, and swings it over to where we want it. Does in an hour what a gang of twenty men could not do in a week. They're not used much anywhere else in the world. You see, there isn't any other place where they have to shift track on so large a scale."

They seem vastly proud of this track-shifter down here.

"And this is Gorgona," he said, a minute later. "Those shops over there are the largest of their kind in the world—repairing machinery. We can mend anything in there from a locomotive to a watch-spring."

One gets tired of this "largest in the world" talk. But it is only as you accustom yourself to the idea that each integral part of the work is of unequaled

proportions that you begin to sense the grandeur of the whole undertaking. The largest dam, the highest locks, the greatest artificial lake, the deepest cut, the biggest machine shops, the heaviest consumption of dynamite, the most wonderful sanitary system—all these and others which I forget are unique—the top point of human achievement. . . .

It is between Gorgona and Empire that you get your first look into Culebra Cut. . . .

But it is not till you get beyond the cut and, looking back, see the profile of the ditch against the sunset that you get the real impression—the memory which is to last. The scars on the side of the cut are red, like the rocks of our great Western deserts. The work has stopped, and the great black shovels are silhouetted against the red of the sky. Then there comes a moment, as your train winds round a curve, when the lowering sun falls directly into the notch of the cut and it is all illumined in an utterly unearthly glory. . . .

from Arthur Bullard, *Panama: The Canal, the Country, and the People* (New York, 1914). Reprinted in Richard B. Morris and James Woodress, eds., *Voices from America's Past*, Vol. 2, *Backwoods Democracy to World Power* (New York: Dutton, 1963), 295–298.

## Research Options

### Using Research in Writing

1. Find out more about the building of the Panama Canal. What obstacles had to be overcome? What dangers did workers face? Prepare a brief report and share it with your classmates.
2. Controlling the spread of disease was a key factor in the completion of the Panama Canal. Research how Colonel William C. Gorgas made the Canal Zone safe for workers. Then write a short column about Gorgas's achievement for a health newsletter.



## Section 4

**PRIMARY SOURCE** *from* **The Plan of Ayala**  
by Emiliano Zapata

*During the Mexican Revolution, revolutionary leader Emiliano Zapata issued a list of political and economic demands—the Plan of Ayala—on November 28, 1911. His vision of economic reform influenced social development in Mexico until the 1940s. What does this excerpt from Zapata’s plan reveal about the goals of the Mexican Revolution?*

We, the subscribers [to this Plan], constituted in a Revolutionary Council . . . declare solemnly before the countenance of the civilized world which judges us and before the Nation to which we belong and love, the principles which we have formulated to terminate the tyranny which oppresses us and redeem the Fatherland from the dictatorships which are imposed on us, which are determined in the following Plan:

1. [Accuses Francisco I. Madero, the leader of the 1910 revolution and President of Mexico, of betraying the Revolution and allying himself with the oppressive old guard in the State of Morelos.]
2. Francisco I. Madero is disavowed as Chief of the Revolution and as President of the Republic. . . .
3. The illustrious General Pascual Orozco . . . is recognized as Chief of the Liberating Revolution, and in case he does not accept this delicate post, General Emiliano Zapata is recognized as Chief of the Revolution. . . .
5. The Revolutionary Junta of the State of Morelos will not admit transactions or political compromises until the overthrow of the dictatorial elements of Porfirio Díaz and Francisco I. Madero. . . .
6. As an additional part of the Plan which we invoke, we assert that: the fields, woodland, and water which the hacendados [landlords], científicos or bosses in the shadow of tyranny and venal justice have usurped, will revert to the possession of the towns or citizens who have their corresponding titles to these properties. . . .
7. In virtue of the fact that the immense majority of the towns and Mexican citizens are not masters of the soil they step upon, . . . for this reason [the lands] will be expropriated, with indemnity of the third part of these monopolies to their powerful owners, so that the towns and citizens of Mexico can obtain common lands (ejidos), colonies, and legitimate resources . . . .

8. The hacendados, científicos or bosses who oppose directly or indirectly the present plan, will have their possessions nationalized. . . .
10. The insurgent military chiefs of the Republic, who rose up in armed revolt at the behest of Francisco I. Madero to defend the Plan of San Luis Potosí and who now oppose by force the present Plan, are to be judged traitors to the cause they defended and to the Fatherland. . . .
15. Mexicans: Consider that the cleverness and the bad faith of one man is spilling blood in a scandalous manner because of his inability to govern; . . . and as we raised our arms to elevate him to power, today we turn them against him for having gone back on his agreements with the Mexican people and having betrayed the Revolution he initiated; we are not personalists, we are believers in principles, not in men.

People of Mexico: Support with your arms in hand this Plan and you will create prosperity and happiness for the Fatherland.

*from* Emiliano Zapata, *The Plan of Ayala*, translated by Erick D. Langer. Reprinted in Peter N. Stearns, ed., *Documents in World History*, Vol. II (New York: Harper Collins Publishers, 1988), 182–183.

## Discussion Questions

### Summarizing

1. According to the Plan of Ayala, how did Zapata and other revolutionaries view the Mexican government under Díaz and Madero?
2. What political reforms did Zapata propose?
3. What economic reforms did he propose?
4. **Drawing Conclusions** Which group of Mexicans do you think the Plan of Ayala would have benefited most—wealthy landowners or poor peasants? Explain your answer.

Excerpt from *The Plan of Ayala* by Emiliano Zapata (29 November 1911), translated by Erick D. Langer. Used by permission of Erick D. Langer.



CHAPTER  
**28**

Section 4

LITERATURE SELECTION *from Tom Mix and Pancho Villa*  
by Clifford Irving

*This novel is set during the Mexican Revolution. The fictional narrator is based on the real-life cowboy Tom Mix (1880–1940), a popular American silent and sound film actor who starred in Westerns. In the following excerpt, Mix describes the first face-to-face meeting between Francisco “Pancho” Villa and Emiliano Zapata. What are your impressions of the two revolutionary leaders?*

The village of Xochimilco was a Zapatista stronghold near the floating flower gardens south of Mexico City. We rode on horseback, with a cloudless sky and the sun like a ripe tomato rising above the snowy peak of Popocatepetl. Trotting through cobbled streets that smelled of sizzling corn oil, Villa tilted his hat back and closed his eyes. Despite his troubles with Conchita del Hierro, his mouth drooped in a lazy smile; through the figurehead of Gutiérrez, he ruled Mexico. That wasn't what he wanted—he had always said so—but it didn't seem to displease him.

On the edge of Xochimilco we were met by Professor Otilio Montaña, the burly schoolteacher who had translated all of Zapata's thoughts into the Plan of Ayala. It was the best revolutionist document I had ever read, because it was the shortest. While the horses drank from goatskin buckets of water brought by Indian women, children ran out with wreaths of poppies and roses that they dumped in our path. The sun shone brightly on a breathlessly hot morning; the scent of the flowers was overpowering. Villa began to sneeze.

“My hay fever is coming back.” He turned to me, groaning quietly. “I'll be dead by the time we get there.”

The village band of Xochimilco, a few trumpets, a tuba and a bass drum, played “Las Mañanitas,” and then the legendary leader from Morelos appeared, sauntering down the dusty main street with his retinue as we dismounted in front of the schoolhouse. I had seen pictures of Zapata, a former melon grower and army sergeant, but I still wasn't prepared for the man in the flesh.

Pancho Villa had come dressed in the clothes he had worn in the northern campaigns—his tan sweater with its frayed elbows, baggy khaki pants and riding boots, and the cool pith helmet that was now stained much the same color as his shirt. The rest of us, except for Rodolfo Fierro, wore our Texas scout hats and cartridge belts. Zapata looked

as if the finest tailors in Mexico City had prepared him for the occasion and sewn his clothes around his body. . . . He wore a brilliant lavender shirt, a blue neckerchief and a short black silk jacket from whose pockets protruded two scarlet handkerchiefs. He was a short man, and his pointed Spanish boots sported four-inch-high heels. The gold-braided twenty-gallon sombrero made it dangerous to come within two feet of him without risking that the brim might cut your throat. His mustache extended beyond his cheeks; his dark eyes were large, liquid and mysterious. Candelario whispered to me, “He looks like the leader of a mariachi band.”

But Villa, eyes leaking tears from the bouquets of flowers the children had pressed into his arms, ducked under the sombrero and gave Zapata the promised *embrazo*.

“Señor General, today I realize my dream. I meet the chief of the great revolution of the south.”

In a languid voice, Zapata replied, “And I meet with honor the chief of the Northern Division.”

Arm in arm they strolled into the schoolhouse where a large wooden table, scratched with the initials of children and lovers, had been placed in the center of a small classroom whose flaking walls were yellowed with age. Termites worked busily in the wooden beams overhead, so that peppery brown dust dropped steadily on our papers. Zapata had with him his brother Eufemio, Otilio Montaña, three generals and a journalist named Paulino Martinez. We all sat down, while the band gathered in the corridor and began to play. The big bass drum boomed in my ears, and it was hard to hear what the two chiefs were saying.

“. . . a beautiful sombrero, Señor Zapata. It must keep you very cool in the hot weather.”

“Very cool.”

“I used to wear a sombrero, but in battle . . . hard to see the enemy if . . . what? A present from my wife in Chihuahua. Teddy Roosevelt . . . at San Juan.”

Candelario whispered again in my ear, “Don’t you want to go to a cantina with me and get drunk?”

I shook my head. I had waited too long for this. Shy as a girl and boy introduced by their families for the purpose of marriage, the two great revolutionists continued their historic discussion. Finally the talk edged round to the subject of Carranza, and it was as if the boy and girl had discovered they both loved cherries and hated prunes. Each in turn damned the former First Chief, men who slept in soft beds, drank chocolate instead of black coffee and were oblivious to the suffering of the people.

“No man can be a true revolutionist, General Zapata, if he hasn’t slept under a mesquite tree on a cold winter night.”

“That’s true, General Villa. The people still don’t believe it when you say to them, ‘This land is yours.’ We must teach them.”

“In the next life, Señor Zapata, I’ll be a farmer myself. I believe there is going to be another

life . . . but if there’s not, I have forty thousand Mausers, seventy-six cannon and sixteen million cartridges for this one. And thirty thousand men who know how to use them.”

“You are a fighter, Señor Villa. There’s no doubt of it.”

“What else can a man do?”

“You don’t want to rule Mexico, Pancho?”

“No more than you, Emiliano.”

That point was settled. The fencing was over. The band struck up with “Adelita” for the second time. Zapata, in his soft voice, murmured something that I didn’t hear.

“Well, is there a more private place?” Villa asked eagerly.

We withdrew to a little classroom on the second floor, leaving most of the retinue behind. Zapata and Villa mounted the wooden steps first, boots thumping, arms linked together, still murmuring in each other’s ears. None of us could hear. Angeles, Urbina, Fierro and I were behind them, followed by three Zapatista generals who looked very much like their chief except that their sombreros were smaller. We all sat down in the classroom.

“ . . . good,” Zapata was saying. “After we’ve

stood Obregón against a wall, we’ll pick the man together.”

Immediately we realized that something had been settled on the staircase amid those unheard whispers and soft squeezes of arms. Between the first and second floor the two generals had agreed to join forces in war against Carranza and Obregón. This was a decision that would affect millions of lives, cause thousands of deaths, but it had been accomplished swiftly, simply and privately. Urbina, when he realized what had happened, grinned widely, showing broken teeth. Angeles looked startled. He had been ordered to work out a strategy; but then he had not been consulted.

“For the moment we’ll let Gutiérrez stay on as president,” Villa said. “When we’ve defeated our enemies, we’ll have an election. One man, one vote. Any woman who can sign her name will have the vote too. In that, we’ll even be ahead of the gringos.”

Zapata shrugged. He waved his hand languidly, an instant convert to suffrage. Now the talk became more practical, as the two men bent their heads together behind children’s desks and swiftly planned the military campaign. They did it alone, as they seemed intent on doing everything alone.

The strategy was simple. Villa would strike to the north, against González and Obregón. Zapata would march east and capture Puebla, then descend the eastern Sierra Madres to tropical Veracruz on the Gulf of Mexico, destroying whatever army Carranza might have mustered. “Find Don Venus,” Villa said, “and stand him against a wall.” He would need cannon, Zapata declared. Villa nodded emphatically. Felipe Angeles cleared his throat to voice his opinion, but the chief silenced him by raising his palm. Clearly Villa felt that this was a time for only the heads of armies to speak.

“There is another matter to discuss,” Zapata murmured. He explained that during the convention a onetime colonel of his had defected to the side of Obregón and was now in Mexico City, appointed by Gutiérrez to some official position. He asked Villa to find the man and deliver him to Cuernavaca to be shot.

“With pleasure, compañero.” Villa turned to

***“No man can be a true revolutionist, General Zapata, if he hasn’t slept under a mesquite tree on a cold winter night.”***



Fierro, who sat, as always, attentive and silent, yet somehow managed with his calm gaze to project an air of indisputable menace. “Make a note of that, Rodolfo,” he said, and Fierro nodded. Then, as if he were taking orders for delivery of inanimate machinery, Villa addressed Zapata again. “Is there anyone else?”

“Yes,” Zapata said. “I have a list.”

“Good. So do I.”

The man who headed Villa’s list was Paulino Martinez, the editor of the newspaper in Cuernavaca, who had published articles several years ago damning President Madero as a weakling and charlatan. That had been Zapata’s expressed opinion too, but it seemed that insults which would be forgiven on the part of the great general of Morelos, our new ally, were enough to condemn his lackeys to execution. At that moment Martinez sat downstairs in the schoolhouse, joking with Candelario.

Zapata was affable about it. “You can have Martinez. I don’t want you to think I’m a difficult man to deal with.” This time Zapata turned to Fierro, whose reputation was known and whose role in the proceedings was clear, and said, “Do you know the man, Colonel Fierro?”

“No, Señor General, I’ve not had that pleasure.”

“I’ll introduce you later,” Zapata said.

“That’s very kind of you,” Fierro replied.

They understood each other perfectly, and I had the feeling that they would make a fine pair. Even Villa frowned slightly, but said nothing.

Matters of war and vengeance being settled, we all clumped downstairs to a restaurant where the

town authorities had prepared a little banquet of hot chile, roast kid, pulque and beer. Halfway through the meal Villa made a little speech that began, “You are going to hear sincere words spoken from the heart of an uneducated man. . . .”

And then Paulino Martinez, a florid, slant-eyed man—with no way of knowing that his general had just traded away his life—rose to heap praise on the occasion. “This date,” he intoned, “should be engraved with diamonds in our history. It is the dawn of our salvation. . . .”

Such was the historic meeting of the men whom the people called the Centaur of the North and the Attila of the South. They agreed to meet in a few days in Mexico City at the National Palace, and in the middle of the afternoon we called for our horses and left for the capital.

***“This date . . .  
should be  
engraved with  
diamonds in our  
history. It is the  
dawn of our  
salvation. . . .”***

## Activity Options

1. **Comparing and Contrasting** Create a Venn diagram in which you compare and contrast Villa and Zapata. Share your diagram with classmates.
2. **Summarizing** On a map of Mexico, trace where Zapata’s and Villa’s armies plan to strike in order to defeat the forces of Venustiano Carranza.
3. **Analyzing Political Cartoons** Draw an editorial cartoon about this meeting from the point of view of either a Mexican revolutionary or a government supporter. Then display your cartoon.

**CHAPTER  
28****HISTORYMAKERS Cixi***Conservative Force***Section 1**

*"If we cannot rely on the supernatural [powers], can we not rely upon the hearts of the people?"—Cixi, arguing for support of the Boxer attacks*

During the 19th century, Cixi rose from relative obscurity to become the most powerful person in China. She ruled from behind the scenes, but with few challenges to her power. As China flirted with reforms to help face the challenge posed by European powers, Cixi's conservative views ended those changes.

Cixi began her career as a low-ranking wife to the Chinese emperor. Her fortunes improved in 1856, when she bore him his only son. When the emperor died five years later, Cixi and another former wife moved quickly to seize power. When members of the council of eight elder officials objected, the two women had three of them put to death and had the five others removed from office.

Cixi now shared power with the other empress and a reform-minded prince. During this time, the government weathered two conflicts: the Taiping Rebellion in the south, which ended in 1864, and the Nien Rebellion, which was crushed in 1868. The government then enacted some reforms. Schools were built to allow the Chinese to study foreign languages, and the army was modernized. In the middle 1860s, though, Cixi reduced the power of the prince who had backed these changes. Gradually, she undid those reforms.

Over time, Cixi became the real power, and she controlled China for almost 50 years. As advisers spoke to her son, now the emperor, she sat behind a screen, making all the important decisions. In 1873, the emperor finally reached adulthood, and Cixi could no longer rule as regent. Nevertheless, she still maintained control from behind the scenes. Using a network of spies, she could remain informed about the actions of the government.

When the emperor died in 1875, Cixi stepped in and named his successor. She broke with tradition to choose her four-year-old nephew, whom she adopted. With a child once again on the throne, Cixi became regent. The young emperor's actions were limited by their relationship. As her son, he owed her obedience. Aware that Cixi had made him emperor, he was equally aware that she could unseat him.

Cixi continued to rule actively for several more years. Then in 1889, she retired to a luxurious palace that she had built for herself. In the mid-1890s, however, China was defeated in war by the Japanese. Her nephew, now an adult, joined forces with a group of reformers to try to strengthen China. Concerned officials in the government contacted the empress, who returned to Beijing. She overthrew the emperor and retook control of the government.

Anger and frustration spread throughout China, and a group of rebels called Boxers gained in popularity. They hated foreigners and hoped to rid China of all traces of foreign influence. The Boxers began to attack Christian missionaries, and a Chinese governor employed Boxers as militia troops. Cixi soon joined with a group of court officials that backed the growing movement.

The situation grew to a crisis. Foreign diplomats in Beijing worried for their safety and brought troops to protect themselves. In 1900, the Boxers began a series of attacks in the capital. When foreign powers sent more than 2,000 soldiers to Beijing, Cixi ordered her army to turn them back. She then decided to combine the Boxers with the army in an effort to drive out the foreigners. Many Europeans were killed in these attacks, but officials in the provinces did not follow Cixi's orders. Finally, a large foreign army arrived and ended the Boxer threat. Cixi then had to agree to some reforms required by the foreigners. She managed to win revenge at least on her nephew the emperor, though. The day before she died, she ordered him poisoned to ensure that he would not rule after her death.

**Questions**

1. **Clarifying** Give two examples of conservative actions that Cixi took.
2. **Making Inferences** Why did the Boxers enjoy rising popularity?
3. **Making Predictions** What do you think would be the result for China of Cixi's policy of no reforms?

CHAPTER  
**28**

Section 4

HISTORYMAKERS

# Porfirio Díaz

## *Dictator Bringing Development*

*"Pan o palo" ["Bread or the club"]—Díaz slogan*

A ruthless but effective leader, Porfirio Díaz ruled Mexico for 35 years. On the surface his government looked democratic, but he was an absolute dictator. His policies allowed Mexico to develop its industry, but they did little to benefit the Mexican people. Frustrated by this failure, those people finally rose against him and forced him out.

In 1830, Díaz was born to a small-town innkeeper in southern Mexico. His father died before he was three years old, and he had to combine school with work from a young age. As a teen he began to study to become a priest but soon quit and joined the army.

Díaz made a name for himself in the 1860s, when he joined the struggle to expel the French. He won a few key battles, fought a successful guerrilla war, and drove the enemy out of the Mexican capital in 1867. As a result, he ran for president against Benito Juárez, but lost. Díaz was defeated again in 1871 and staged a revolt on the grounds that the reelection of Juárez was against the constitution. Juárez died the next year, and Sebastián Lerdo de Tejada became president. Díaz prepared to run against Lerdo in 1876, but that January Díaz started a rebellion. He claimed that the elections would not be fair. By the end of the year, he had been elected president.

Díaz took charge of a troubled country. Mexico had suffered from decades of conflict, and bands of fighters and bandits still roamed throughout the country. The economy was in a shambles, and schools were poor. He restored order with a combination of persuasion, bribery, and brute force. His policy was clearly expressed in the slogan "pan o palo"—"bread or the club." Those who cooperated received rewards. Those who did not were punished.

After four years, Díaz did not run for reelection. However, he became unhappy with his successor and was reelected in 1884 and then several times until 1910. Throughout his rule, he made sure that his government seemed to follow the constitution. Elections were held whenever they were scheduled. In truth, though, he chose all government officials—down to town mayors—by deciding who had the right to run for office.

Díaz maintained his power because his policies made important groups content and unwilling to cause him trouble. He was generous to army commanders while keeping a tight rein on them. By moving generals around, he prevented them from gaining the loyalty of a regiment, thus removing a possible threat to himself. He allowed the Catholic Church some opportunity to restore its power and wealth. He kept the owners of huge estates happy by helping them buy huge chunks of public land at low prices and allowing them to avoid paying taxes. He also enacted policies that were friendly to foreign business owners. With their money, Mexico's industry grew. The number of miles of railroad increased 3,000 percent. Gold and silver mines were once again profitable. When companies began to pump petroleum, production soared from 10,345 to 13 million barrels a year in just ten years.

Until about 1900, these policies produced peace and what seemed to be prosperity. However, the great mass of Mexicans enjoyed no benefits. Profits from industries went to foreign investors. The owners of large estates controlled almost all the good farming areas. Furthermore, Mexicans suffered from cruel working conditions and low wages. Agricultural output began to decline, and angry workers went on strike.

Opposition to Díaz grew. More and more people protested the fact that American companies took profits from Mexico. In 1910, his presidential opponent led a revolt that spread quickly. Soon, 5,000 protesters surrounded Díaz's home. On May 25, 1911, he resigned and left for exile in Paris.

## Questions

1. **Clarifying** Díaz maintained power with policies that prevented powerful groups from objecting to his rule. Provide two examples to support this statement.
2. **Forming and Supporting Opinions** Do you think Díaz was a good or bad ruler? Explain your answer.
3. **Making Inferences** Why did Díaz fall from power so quickly?

**CHAPTER**  
**28****Section 3****CONNECTIONS ACROSS TIME AND CULTURES***Responses to Western Pressure***THEMATIC CONNECTION:**  
**CULTURAL INTERACTION**

*As you read in this chapter, Western powers forced Japan and China to open their ports to foreign trade. However, they never established colonies in these nations as they had in other parts of Asia and in Africa. (See Chapter 27.) Why didn't China and Japan become colonies of a Western power? Answer the following questions to help you decide.*

1. Several internal forces made Africa vulnerable to colonization: a variety of cultures and languages, a low level of technology, and ethnic strife. What internal forces affected Western efforts to dominate  
a. China? \_\_\_\_\_  
b. Japan? \_\_\_\_\_  
c. Latin America? \_\_\_\_\_
2. In the Berlin Conference, European nations set up rules for dividing Africa into colonies. This encouraged the colonization of Africa. What effect did the U.S. Open Door Policy have on the colonization of China? \_\_\_\_\_  
\_\_\_\_\_
3. How did U.S. policy prevent European nations from founding new colonies in Latin America? \_\_\_\_\_  
\_\_\_\_\_
4. King Mongkut of Siam kept his country from becoming a colony. He promoted Siam as a neutral country between British and French colonies. He also encouraged his country to modernize and progress. What factors helped Japan avoid becoming a colony of a European power? \_\_\_\_\_  
\_\_\_\_\_
5. Many colonies gained benefits from European government, such as transportation and communication networks, improved public health, and the end of local warfare. In your opinion, was it better to become a colony or remain an independent country? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**28**

Section 3

SCIENCE & TECHNOLOGY

# Technology Revolutionizes Communications

*While the building of canals shortened shipping routes and helped the development of worldwide trade, major advances in communications also contributed substantially to the birth of a global market.*

The communications revolution began early in the 19th century with the development of different types of experimental telegraphs in the United States and Europe. During the 1820s, Joseph Henry, an American physicist, devised the first telegraph using electromagnets that transmitted signals over more than a mile of wire. In 1836, two British physicists, William F. Cooke and Sir Charles Wheatstone, built an instrument using five needles and five wires to send messages. However, the first practical telegraph machine was created by the American painter and inventor Samuel F. B. Morse in 1837.

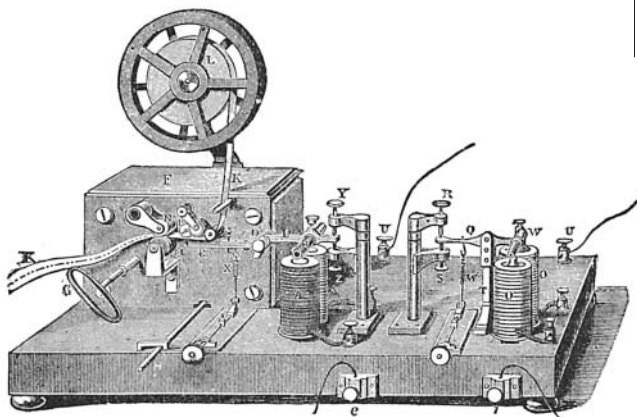
After several years of work, which included the development of a special telegraph code, Morse convinced the United States Congress to fund the construction of the first long-distance telegraph line. The line was made of iron wire and was strung from point to point using glass doorknobs as insulators. It ran for 37 miles, from Washington, D.C., to Baltimore, Maryland. On May 24, 1844, Morse transmitted the first long-distance telegraph message: "What hath God wrought!"

Commercial uses for the telegraph spread quickly. The first money order was sent on June 1, 1845. Newspaper reporters began filing their stories by telegraph. Wall Street used the new tech-

nology to transmit price changes of stocks, and the stock ticker was introduced in 1867. Railroads used the telegraph to provide a more efficient transportation network, greatly improving the movement of goods across the country. The first telegraph cable linking California with the East Coast was completed by the Western Union Company in 1861. Telegraph lines linking the United States and Canada were also installed during this time.

The most difficult places to put telegraph lines were underwater. Attempts in the late 1840s failed due to poor insulation of the cables. In 1851, English brothers, Jacob and John Brett, laid a telegraph cable across the bottom of the English Channel. In 1854, an American businessman named Cyrus W. Field organized a company to lay a cable across the Atlantic Ocean.

It took over 12 years and five attempts to successfully lay the cable. The first two lines broke. The third line, completed in August 1858, carried the first transatlantic telegraph message, but it failed after only four weeks of service. A fourth attempt was made in 1865, but this cable also broke. Finally, in 1866 the British steamship *Great Eastern* successfully completed the laying of a cable from Valentia, Ireland, to Heart's Content, Newfoundland, in Canada. By 1900, 15 cables stretched across the floor of the Atlantic Ocean. This was the beginning of instantaneous communication across the seas and around the world.



Pictured above is Morse's recording telegraph. On the left, paper tape unwinds from the wheel and is embossed with a message.

## Questions

1. **Following Chronological Order** Describe the inventions that led up to the first practical telegraph.
2. **Clarifying** What event marked the beginning of rapid communications between continents?
3. **Making Inferences** How do you think the first transatlantic telegraphs changed communication?





CHAPTER  
**28**  
Section 1

**RETEACHING ACTIVITY**

## *China Resists Outside Influence*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

extraterritorial rights  
sphere of influence  
opium  
Dowager Empress Cixi

special economic zones  
Open Door Policy  
Boxer Rebellion  
nationalism

Taiping Rebellion  
rice  
cotton  
Treaty of Nanjing

1. Crop upon which China's agricultural economy was based: \_\_\_\_\_
2. Narcotic from the poppy plant that found a market in China: \_\_\_\_\_
3. Clash between the British and the Chinese: \_\_\_\_\_
4. Treaty that gave Britain the island of Hong Kong: \_\_\_\_\_
5. Exempted foreigners from Chinese law at Guangzhou and four other Chinese ports:  
\_\_\_\_\_
6. Areas today on the coast of China established to attract but also control foreign investment:  
\_\_\_\_\_
7. Movement led by Hong Xiuquan to build a kingdom in which no one would live in poverty:  
\_\_\_\_\_
8. Qing ruler in the last half of the 19th century: \_\_\_\_\_
9. A "foothold" in China; an area where a foreign country controlled trade and investment:  
\_\_\_\_\_
10. U.S. proposal that China be open to merchants of all nations: \_\_\_\_\_  
\_\_\_\_\_
11. Campaign against foreigner privilege by the Society of Righteous and Harmonious Fists:  
\_\_\_\_\_
12. Feeling that emerged in China partly as the result of the Boxer Rebellion:  
\_\_\_\_\_

CHAPTER  
**28**

Section 2

RETEACHING ACTIVITY *Modernization in Japan*

**Determining Main Ideas** The following questions deal with the industrialization of Japan. Answer them in the space provided.

1. How did the feudal system work in Japan in the early 17th century?  
\_\_\_\_\_
2. What incident forced Japan to acknowledge the interests of outside nations?  
\_\_\_\_\_
3. What were the terms of the Treaty of Kanagawa?  
\_\_\_\_\_
4. How did the Meiji emperor go about modernizing Japan's government and society?  
\_\_\_\_\_
5. What steps did Japan take toward industrialization?  
\_\_\_\_\_  
\_\_\_\_\_
6. What differences did China and Japan have in their acceptance of the West?  
\_\_\_\_\_  
\_\_\_\_\_
7. What events led to the Sino-Japanese War?  
\_\_\_\_\_  
\_\_\_\_\_
8. What events led to the Russo-Japanese War?  
\_\_\_\_\_  
\_\_\_\_\_
9. What were the conditions of the peace treaty between Japan and Russia?  
\_\_\_\_\_
10. What effects did Japan's annexation of Korea have?  
\_\_\_\_\_





CHAPTER  
**28**

Section 3

**RETEACHING ACTIVITY** *U.S. Economic Imperialism*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer(s) in the blank.

- |                                                                                                                                             |                         |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| _____ 1. System under which Latin Americans working for large landowners passed debt from one generation to the next                        | A. Monroe Doctrine      |
| _____ 2. Military dictators in 19th-century Latin America                                                                                   | B. United States        |
| _____ 3. Term applied to the control of Latin American industries by foreign companies                                                      | C. peonage              |
| _____ 4. U.S. policy that Latin American countries were not to be considered as colonial opportunities for Europe                           | D. malaria              |
| _____ 5. Writer who launched a second war for Cuban independence                                                                            | E. José Martí           |
| _____ 6. Small country for whose independence the Spanish-American War was fought                                                           | F. Panama Canal         |
| _____ 7. Country referred to as the “Colossus of the North”                                                                                 | G. Roosevelt Corollary  |
| _____ 8. Water route dug out across a narrow section of Central America to improve sea travel and trade                                     | H. economic imperialism |
| _____ 9. Disease carried by mosquitoes that sickened thousands of workers on the Panama Canal                                               | I. Cuba                 |
| _____ 10. Roosevelt order that established the right of the United States to act as an international police power in the Western Hemisphere | J. mestizos             |
|                                                                                                                                             | K. Erie Canal           |
|                                                                                                                                             | L. caudillos            |

CHAPTER  
**28**  
Section 4

RETEACHING ACTIVITY *Turmoil and Change in Mexico*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_ 1. One of Mexico's biggest problems was its shared border with the United States.  
\_\_\_\_\_
- \_\_\_\_ 2. During the Texas revolt, Santa Anna was captured at the Battle of the Alamo.  
\_\_\_\_\_
- \_\_\_\_ 3. Texas leader released Santa Anna after he promised to respect Texas's independence.  
\_\_\_\_\_
- \_\_\_\_ 4. During the late 1840s and early 1850s, Benito Juárez launched a conservative movement in Mexico.  
\_\_\_\_\_
- \_\_\_\_ 5. The major goals of *La Reforma* were redistribution of land, separation of church and state, and better education for the poor.  
\_\_\_\_\_
- \_\_\_\_ 6. Napoleon III appointed Austrian Archduke Maximilian to rule Mexico as emperor in an attempt to reconquer the country.  
\_\_\_\_\_
- \_\_\_\_ 7. Porfirio Díaz came into power in Mexico by an open election.  
\_\_\_\_\_
- \_\_\_\_ 8. Francisco Madero believed in democracy and called for an armed rebellion against Díaz.  
\_\_\_\_\_
- \_\_\_\_ 9. Pancho Villa and Emiliano Zapata were popular leaders of the Mexican Revolution and won important battles against Díaz's army.  
\_\_\_\_\_
- \_\_\_\_ 10. Carranza took control of the Mexican government and began a revision of Mexico's constitution, but was overthrown by one of his generals, Victoriano Huerta.  
\_\_\_\_\_

**CHAPTER**  
**29****Section 1****GUIDED READING** *Marching Toward War*

**A. Analyzing Causes and Recognizing Effects** As you read this section, answer the questions below about the situations and events that led to war in Europe.

**a. What is it?**

**b. How did it increase tensions among European nations?**

|                              |              |
|------------------------------|--------------|
| 1. Nationalism               | a.<br><br>b. |
| 2. Imperialism               | a.<br><br>b. |
| 3. Militarism                | a.<br><br>b. |
| 4. Triple Alliance (1882)    | a.<br><br>b. |
| 5. Triple Entente (1907)     | a.<br><br>b. |
| 6. Assassination in Sarajevo | a.<br><br>b. |

**B. Clarifying** On the back of this paper, identify **Kaiser Wilhelm II**.

**CHAPTER**  
**29****GUIDED READING** *Europe Plunges into War***Section 2**

**A. Analyzing Causes and Recognizing Effects** As you read this section, note the effects of each of the actions or situations (causes) listed below.

| <b>Causes</b>                                                                                  | <b>Effects</b> |
|------------------------------------------------------------------------------------------------|----------------|
| 1. Russia mobilizes along the German border.                                                   |                |
| 2. Germany declares war on France.                                                             |                |
| 3. The Allies defeat the Germans in the Battle of the Marne.                                   |                |
| 4. Machine guns, tanks, poison gas, and airplanes are used in battles along the Western Front. |                |
| 5. Russian forces attack both Austria and Germany.                                             |                |
| 6. The Allies are unable to ship war supplies to Russia's ports.                               |                |

**B. Summarizing** On the back of this paper, identify each of the following:

**Schlieffen Plan**  
**Western Front**

**Central Powers**  
**trench warfare**

**Allies**  
**Eastern Front**

CHAPTER  
**29**

GUIDED READING *A Global Conflict*

Section 3

**A. Following Chronological Order** As you read about the effects of the war on countries throughout the world, make notes to answer questions related to the time line.

|               |                                                               |   |                                                                 |
|---------------|---------------------------------------------------------------|---|-----------------------------------------------------------------|
| Feb.<br>1915  | Gallipoli campaign begins.                                    | → | 1. What was the purpose of the Gallipoli campaign?              |
| Jan.<br>1917  | Germany announces a policy of unrestricted submarine warfare. |   | 2. Why did the United States enter the war?                     |
| Feb.<br>1917  | British intercept the Zimmermann note.                        |   |                                                                 |
| April<br>1917 | United States enters the war.                                 | → | 3. Why did the czar's government collapse?                      |
| Nov.<br>1917  | Lenin seizes power in Russia.                                 | ↗ | 4. What did this treaty accomplish?                             |
| March<br>1918 | Germany and Russia sign Treaty of Brest-Litovsk.              | ↗ | 5. What was the significance of this battle?                    |
| July<br>1918  | Allies and Germans fight Second Battle of the Marne.          | ↗ | 6. What events signaled the final defeat of the Central Powers? |
| Nov.<br>1918  | World War I ends.                                             | → |                                                                 |

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**B. Clarifying** On the back of this paper, define or explain:

unrestricted submarine warfare    total war    rationing    propaganda    armistice

**CHAPTER**  
**29****GUIDED READING** *A Flawed Peace***Section 4**

**A. Analyzing Issues** As you read this section, take notes to answer the questions about the peace settlement that left many nations feeling betrayed.

**Wilson's goal of achieving a just peace differed from the peace objectives of France and Britain.**

1. What were the guiding principles of Wilson's Fourteen Points?

2. What were the concerns and aims of France and Britain?

**After heated debate and compromise, the Treaty of Versailles is signed.**

3. In what ways did the treaty punish Germany?

4. How did the treaty change the world map?

5. How was Wilson's Fourteenth Point incorporated into the treaty?

**The legacy of Versailles was one of bitterness and loss.**

6. Why did the United States reject the treaty?

7. How did this rejection affect the League of Nations?

8. Why did many countries feel bitter and cheated as a result of the treaty?

**B. Summarizing** On the back of this paper, define or identify each of the following:

**Woodrow Wilson**  
**self-determination**

**Georges Clemenceau**  
**League of Nations**


**BUILDING VOCABULARY** *The Great War*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                         |                                                                                       |
|-------------------------|---------------------------------------------------------------------------------------|
| ____ 1. militarism      | a. the battlefields of northern France in World War I                                 |
| ____ 2. Western Front   | b. system in which a government limits the amounts of items people can buy            |
| ____ 3. Eastern Front   | c. Wilson's plan for achieving a just and lasting peace after World War I             |
| ____ 4. trench warfare  | d. a type of warfare in which opposing armies fight each other from parallel trenches |
| ____ 5. propaganda      | e. a stretch of battlefield along the German and Russian border in World War I        |
| ____ 6. total war       | f. war in which countries devote all their resources to the war effort                |
| ____ 7. rationing       | g. policy of glorifying war and keeping an army prepared for war                      |
| ____ 8. Fourteen Points | h. one-sided information designed to persuade                                         |

**B. Completion** Select the term or name that best completes the sentence.

|                   |                |                    |                      |
|-------------------|----------------|--------------------|----------------------|
| Kaiser Wilhelm II | armistice      | Georges Clemenceau | Treaty of Versailles |
| Schlieffen Plan   | Woodrow Wilson | self-determination | League of Nations    |

- The President of the United States during World War I was \_\_\_\_\_.
- The guiding principle behind the Fourteen Points was \_\_\_\_\_, which meant allowing people to decide for themselves under what government they wished to live.
- The \_\_\_\_\_ was an international association whose goal was to keep peace among nations.
- The harsh peace settlement dictated by the Allies at the end of World War I was the \_\_\_\_\_.
- An agreement to stop fighting is called an \_\_\_\_\_.
- The German battle strategy that called for attacking and defeating France in the west and then rushing east to fight Russia was called the \_\_\_\_\_.

**C. Writing** Write a paragraph summarizing the causes of World War I and identifying the two sides using the following terms.

Triple Alliance      Triple Entente      Central Powers      Allies





# CHAPTER 29

## GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION

### *The Battle of the Somme*

#### Section 2

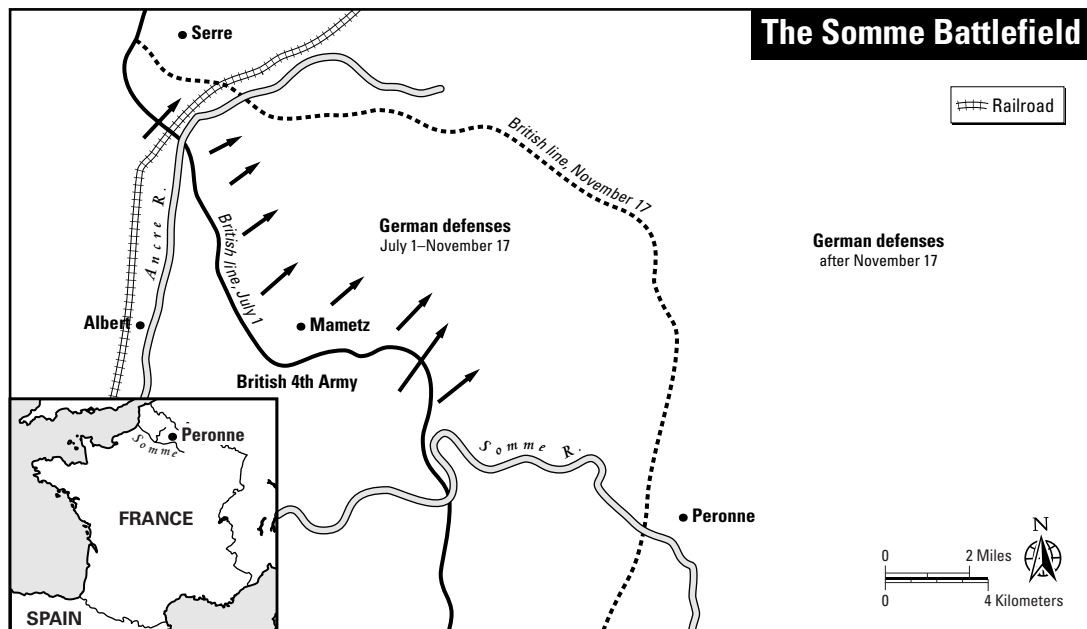
*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

French vacationers have long enjoyed the Somme River as it flows gently through a countryside filled with rolling hills, thick forests, and rich farmland. However, during World War I, on July 1, 1916, the British Fourth Army fought a battle against the German army that transformed this valley into a barren and charred wasteland.

The Battle of the Somme was a typical World War I engagement filled with uncreative military strategy and trench warfare at its worst. The British decided to first destroy German defenses to the east with a massive artillery bombardment. After the shelling, approximately 100,000 soldiers would advance toward German positions now substantially destroyed. Then, after the British had overcome the initial German defenses, two cavalry divisions would be sent in to finish off the Germans. One British commander even assured his men that after the artillery assault, “they could advance with sloped arms, smoking their pipes, and come to no harm.”

The British plan hinged on their ability to destroy German defenses with the artillery bombardment. However, the Germans had dug themselves deep into the ground. The Germans knew that the British had to stop their own artillery before the attack. When the English artillery did stop, the Germans emerged from the trenches with their weapons and shattered the approaching British army with a stream of grenades and machine guns. As historians Tonie and Valmai Holt have written, the German machine guns “cut down the ripe corn of British youth.”

The British suffered about 60,000 casualties on July 1, including more than 20,000 deaths. In all on that first day, the British captured only about a half-mile of land from German forces. When the battle ended months later on November 17, the British had gained only six and a half miles of land at the cost of about one million total casualties on both sides.



**Interpreting Text and Visuals**

1. What benefits might the railroad tracks give to the British Fourth Army? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Explain how the British planned to attack the Germans at the Somme. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Where in France was the Somme battlefield located? \_\_\_\_\_  
\_\_\_\_\_
4. Which French city shown on the map changed back from Germany to Britain? \_\_\_\_\_
5. Compare the July 1 and November 17 British lines. Where were the most gains against German forces made? \_\_\_\_\_
6. Describe the valley of the Somme River as it looked before the battle. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What was the outcome of the battle for the British? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think primarily caused the massive British casualties on July 1? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**29**

## Section 1

## PRIMARY SOURCE

# The Murder of Archduke Franz Ferdinand

by Borijove Jevtic

*On June 28, 1914, Austria-Hungary's Archduke Franz Ferdinand was assassinated by Gavrilo Princip in Sarajevo, the capital of Bosnia. This excerpt from an eyewitness account by a fellow conspirator in the assassination plot explains why the attack took place, what happened during the attack, and how Princip, the 19-year-old Serbian assassin, was captured. Why did the Archduke's plan to visit Sarajevo on June 28 prompt such a violent response?*

The little clipping . . . declared that the Austrian Archduke Franz Ferdinand would visit Sarajevo, the capital of Bosnia, June 28, to direct army maneuvers in the neighbouring mountains. . . .

How dared Franz Ferdinand, not only the representative of the oppressor but in his own person an arrogant tyrant, enter Sarajevo on that day? Such an entry was a studied insult.

June 28 is a date engraved deeply in the heart of every Serb. . . . It is the day on which the old Serbian kingdom was conquered by the Turks at the Battle of Amsselfelde in 1389. It is also the day on which in the second Balkan War the Serbian arms took glorious revenge on the Turk for his old victory and for the years of enslavement.

That was no day for Franz Ferdinand, the new oppressor, to venture to the very doors of Serbia for a display of the force of arms which kept us beneath his heel.

Our decision was taken almost immediately. Death to the tyrant!

Then came the matter of arranging it. . . . But here Gavrilo Princip intervened. Princip is destined to go down in Serbian history as one of her greatest heroes. . . .

The fateful morning dawned. . . .

When Franz Ferdinand and his retinue . . . passed Gabrinovic . . . he threw his grenade. It hit the side of the car, but Franz Ferdinand with presence of mind threw himself back and was uninjured. Several officers riding in his attendance were injured.

The cars sped to the town hall. . . . After the reception in the town hall General Potiorek, the Austrian commander, pleaded with Franz Ferdinand to leave the city, as it was seething with rebellion. The archduke was persuaded to drive the shortest way out of the city and to go quickly.

The road to the maneuvers was shaped like the letter V, making a sharp turn at the bridge over the River Nilgacka. Franz Ferdinand's car . . . was forced to slow down for the turn. Here Princip had taken his stand.

As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the archduke, the Archduchess Sofia, in the abdomen. She was an expectant mother. She died instantly.

The second bullet struck the archduke close to the heart.

He uttered only one word; 'Sofia'—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.

The officers seized Princip. They beat him over the head with the flat of their swords. They knocked him down, they kicked him, scraped the skin from his neck with the edges of their swords, tortured him, all but killed him.

*from Borijove Jevtic, "The Murder of Archduke Franz Ferdinand at Sarajevo, 28 June 1914" in the New York World, 29 June 1924. Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 441–443.*

## Activity Options

1. **Recognizing Point of View** Draw an editorial cartoon about the Archduke's assassination from the point of view of a Serbian nationalist or a citizen of Austria-Hungary. Display your cartoon in the classroom.
2. **Writing for a Specific Purpose** Write a newspaper headline about the assassination of Archduke Franz Ferdinand and share it with your classmates.

**CHAPTER**  
**29****Section 2****PRIMARY SOURCE****Poison Gas**

by William Pressey

*During World War I, the Germans introduced the use of poison gases—chlorine, phosgene, and mustard gas—in warfare. William Pressey, a British bombardier or noncommissioned artillery officer, was gassed by the Germans at Messines Ridge on June 7, 1917. According to this excerpt from his eyewitness account, what were the effects of phosgene gas?*

We had been shooting most of the night and the Germans had been hitting back with shrapnel, high explosive and gas shells. With the terrific noise and blinding flashes of gunfire, if a lull occurred for only a few minutes and you were leaning against something, you had just to close your eyes and you were asleep. Nearing daylight we were told to rest. We dived into the dugout, I pulled off my tunic [a type of military jacket] and boots and was asleep in no time at all.

I was awakened by a terrific crash. The roof came down on my chest and legs and I couldn't move anything but my head. I thought, 'So this is it, then.' I found I could hardly breathe. Then I heard voices. Other fellows with gas helmets on, looking very frightening in the half-light, were lifting timber off me and one was forcing a gas helmet on me. Even when you were all right, to wear a gas helmet was uncomfortable, your nose pinched, sucking air through a canister of chemicals. As I was already choking I remember fighting against having this helmet on.

The next thing I knew [I] was being carried on a stretcher past our officers and some distance from the guns. I heard someone ask, 'Who's that?' 'Bombardier Pressey, sir.' 'Bloody hell.' I was put into an ambulance and taken to the base, where we were placed on the stretchers side by side on the floor of a marquee [a large tent with open sides], with about twelve inches between. I suppose I resembled a kind of fish with my mouth open gasping for air. It seemed as if my lungs were gradually shutting up and my heart pounded away in my ears

like the beat of a drum. On looking at the chap next to me I felt sick, for green stuff was oozing from the side of his mouth.

To get air into my lungs was real agony and the less I got the less the pain. I dozed off for short periods but seemed to wake in a sort of panic. To ease the pain in my chest I may subconsciously have stopped breathing, until the pounding of my heart woke me up. I was always surprised when I found myself awake, for I felt sure that I would die in my sleep. So little was known about treatment for various gases, that I never had treatment for phosgene, the type I was supposed to have had. And I'm sure that the gas some of the other poor fellows had swallowed was worse than phosgene. Now and then orderlies would carry out a stretcher.

from William Pressey in Michael Moynihan, ed., *People at War 1914–1918* (David & Charles, 1973). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon, 1987), 473–474.

**Research Option****Writing Expository Paragraphs**

Find out more about the use of poison gas by both the Germans and the Allies during World War I. What were the effects of different types of poison gas? How did soldiers avoid being gassed? How were victims treated? Has chemical warfare been practiced in other modern wars besides World War I? Share your findings by writing a column for a health newsletter.

**CHAPTER**  
**29****Section 3****PRIMARY SOURCE****The Zimmermann Note**  
Berlin, January 19, 1917

*On January 19, 1917, Arthur Zimmermann, the German foreign secretary, sent the following coded telegram to the German ambassador in Mexico. British intelligence agents decoded the telegram and passed it on to the U.S. government. How do you think Americans reacted when this telegram was published on March 1?*

On the first of February we [Germany] intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America.

If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we suggest that the President of Mexico on his own initiative should communicate with Japan suggesting adherence at once to this plan; at the same time offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann.

*from Henry Steele Commager, ed., Documents of American History, vol. II, (New York: Crofts, 1947), 308.*

**Discussion Questions****Analyzing Issues**

1. According to this telegram, what did the German government decide to begin on February 1, 1917?
2. What did Zimmermann propose if the United States went to war with Germany during World War I?
3. **Making Predictions** If this telegram had not been intercepted by British agents, what do you think might have happened? Cite evidence from your textbook to support your opinion.



## Section 4

## PRIMARY SOURCE

# Signing the Treaty of Versailles

by Harold Nicolson

*The Treaty of Versailles, a 200-page peace treaty between Germany and the Allied powers, was signed on June 28, 1919, in the Great Hall of Mirrors at the French palace of Versailles. Harold Nicolson (1886–1968), a British diplomat and writer, observed the proceedings. As you read this passage from Nicolson’s eyewitness account, think about his impressions of the treaty signing.*

We enter the Galerie des Glaces. . . . In the middle there is a horseshoe table for the plenipotentiaries [diplomatic agents]. In front of that, like a guillotine, is the table for the signatures. . . . There must be seats for over a thousand persons. This robs the ceremony of all privilege and therefore of all dignity. . . .

People step over the Aubusson benches and escabeaux [stools] to talk to friends. Meanwhile the delegates arrive in little bunches and push up the central aisle slowly. . . . The table is at last full. Clemenceau glances to right and left. . . . Clemenceau makes a sign to the ushers. They say ‘Ssh! Ssh! Ssh!’ . . . The officials of the Protocol of the Foreign Office move up the aisle and say, ‘Ssh! Ssh!’ again. There is then an absolute hush, followed by a sharp military order. The Gardes Républicains at the doorway flash their swords into their scabbards with a loud click. ‘Faîtes entrer les Allemands [Let the Germans come in],’ says Clemenceau in the ensuing silence. His voice is distant but harshly penetrating. A hush follows.

Through the door at the end appear two huissiers [ushers] with silver chains. They march in single file. After them come four officers of France, Great Britain, America, and Italy. And then, isolated and pitiable, come the two German delegates. Dr Müller, Dr Bell. The silence is terrifying. Their feet upon a strip of parquet between the savonnerie carpets echo hollow and duplicate. They keep their eyes fixed away from those two thousand staring eyes, fixed upon the ceiling. They are deathly pale. They do not appear as representatives of a brutal militarism. . . .

They are conducted to their chairs. Clemenceau at once breaks the silence. ‘Messieurs,’ he rasps, ‘la séance est ouverte [Gentlemen, the meeting is open].’ He adds a few ill-chosen words. ‘We are here to sign a Treaty of Peace.’ . . . Then St. Quentin

advances towards the Germans and with the utmost dignity leads them to the little table on which the Treaty is expanded. There is general tension. They sign. There is a general relaxation. Conversation hums again in an undertone. The delegates stand up one by one and pass onwards to the queue [line] which waits by the signature table. Meanwhile people buzz round the main table getting autographs. . . .

Suddenly from outside comes the crash of guns thundering a salute. It announces to Paris that the second Treaty of Versailles has been signed by Dr Müller and Dr Bell. . . .

We had been warned it [the signing] might last three hours. Yet almost at once it seemed that the queue was getting thin. . . . The huissiers began again their ‘Ssh! Ssh!’ cutting suddenly short the wide murmur which had again begun. There was a final hush. ‘La séance est levée [The meeting is closed],’ rasped Clemenceau. Not a word more or less.

We kept our seats while the Germans were conducted like prisoners from the dock, their eyes still fixed upon some distant point of the horizon.

*from Harold Nicholson, Peacemaking, 1919 (Constable, 1933). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 490–492.*

## Discussion Questions

1. **Clarifying** Who opened and closed the meeting to sign the peace treaty?
2. **Summarizing** What words or phrases would you use to describe the mood at the signing according to Nicolson’s account?
3. **Using Visual Stimuli** Compare Nicolson’s written account with the visual representation in the painting on page 741 of your textbook. What are some of the similarities? What are some of the differences?



CHAPTER  
**29**

Section 2

LITERATURE SELECTION *from All Quiet on the  
Western Front*  
by Erich Maria Remarque

*Erich Maria Remarque was a German novelist who fought in World War I. His novel All Quiet on the Western Front provides a vivid description of the fighting as seen through the eyes of a 19-year-old German soldier named Paul Bäumer. In the following passage, Bäumer and Stanislaus Katczinsky or "Kat," the 40-year-old leader of the group, face intense shelling and artillery fire near the front line. What impressions of fighting in World War I does this passage convey?*

Mist and the smoke of guns lie breast-high over the fields. The moon is shining. Along the road troops file. Their helmets gleam softly in the moonlight. The heads and the rifles stand out above the white mist, nodding heads, rocking carriers of guns.

Farther on the mist ends. Here the heads become figures; coats, trousers, and boots appear out of the mist as from a milky pool. They become a column. The column marches on, straight ahead, the figures resolve themselves into a block, individuals are no longer recognizable, the dark wedge presses onward, fantastically topped by the heads and weapons floating off on the milky pool. A column—not men at all.

Guns and munition wagons are moving along a cross-road. The backs of the horses shine in the moonlight, their movements are beautiful, they toss their heads, and their eyes gleam. The guns and the wagons float before the dim background of the moonlit landscape, the riders in their steel helmets resemble knights of a forgotten time; it is strangely beautiful and arresting.

We push on to the pioneer dump. Some of us load our shoulders with pointed and twisted iron stakes; others thrust smooth iron rods through rolls of wire and go off with them. The burdens are awkward and heavy.

The ground becomes more broken. From ahead come warnings: "Look out, deep shell-hole on the left"—"Mind, trenches"—

Our eyes peer out, our feet and our sticks feel in front of us before they take the weight of the body. Suddenly the line halts; I bump my face against the roll of wire carried by the man in front and curse.

There are some shell-smashed lorries [trucks] in the road. Another order: "Cigarettes and pipes out." We are getting near the line.

In the meantime it has become pitch dark. We skirt a small wood and then have the front line immediately before us.

An uncertain, red glow spreads along the sky line from one end to the other. It is in perpetual movement, punctuated with the bursts of flame from the muzzles of the batteries. Balls of light rise up high above it, silver and red spheres which explode and rain down in showers of red, white, and green stars. French rockets go up, which unfold a silk parachute to the air and drift slowly down. They light up everything as bright as day, their light shines on us and we see our shadows sharply outlined on the ground. They hover for the space of a minute before they burn out. Immediately fresh ones shoot up to the sky, and again green, red, and blue stars.

"Bombardment," says Kat.

The thunder of the guns swells to a single heavy roar and then breaks up again into separate explosions. The dry bursts of the machine-guns rattle. Above us the air teems with invisible swift movement, with howls, pipings, and hisses. They are the smaller shells;—and amongst them, booming through the night like an organ, go the great coal-boxes and the heavies. They have a hoarse, distant bellow . . . and make their way high above the howl and whistle of the smaller shells. It reminds me of flocks of wild geese when I hear them. Last autumn the wild geese flew day after day across the path of the shells.

The searchlights begin to sweep the dark sky. They slide along it like gigantic tapering rulers. One of them pauses, and quivers a little. Immediately a second is beside him, a black insect is caught between them and tries to escape—the airman. He hesitates, is blinded and falls.

At regular intervals we ram in the iron stakes. Two men hold a roll and the others spool off the

barbed wire. It is that awful stuff with close-set, long spikes. I am not used to unrolling it and tear my hand.

After a few hours it is done. But there is still some time before the lorries come. Most of us lie down and sleep. I try also, but it has turned too chilly. Near to the sea one is constantly waked by the cold.

Once I fall fast asleep. Then waking suddenly with a start I do not know where I am. I see the stars, I see the rockets, and for a moment have the impression that I have fallen asleep at a garden fête. I don't know whether it is morning or evening, I lie in the

pale cradle of the twilight, and listen for soft words which will come, soft and near—am I crying? I put my hand to my eyes, it is so fantastic, am I a child? Smooth skin;—it lasts only a second, then I recognize the silhouette of Katczinsky. The old veteran, he sits quietly and smokes his pipe—a covered pipe of course. When he sees I am awake, he says:

“That gave you a fright. It was only a nose-cap, it landed in the bushes over there.”

I sit up, I feel myself strangely alone. It's good Kat is there. He gazes thoughtfully at the front and says:

“Mighty fine fire-works if they weren't so dangerous.”

One lands behind us. Two recruits jump up terrified. A couple of minutes later another comes over, nearer this time. Kat knocks out his pipe. “It makes a glow.”

Then it begins in earnest. We crawl away as well as we can in our haste. The next lands fair among us. Two fellows cry out. Green rockets shoot up on the sky-line. Barrage. The mud flies high, fragments whizz past. The crack of the guns is heard long after the roar of the explosions.

Beside us lies a fair-headed recruit in utter terror. He has buried his face in his hands, his helmet has fallen off. I fish hold of it and try to put it back on his head. He looks up, pushes the helmet off and like a child creeps under my arm, his head close to my breast. The little shoulders heave. Shoulders just like Kemmerich's [a fellow soldier who is in the hospital]. I let him be. So that the helmet should be of some use I stick it on his behind;—not for a jest, but out of consideration, since that is his highest part. And though there is plenty of meat there, a shot in it can be damned painful. Besides, a man

has to lie a whole month on his belly in the hospital, and afterwards he would be almost sure to have a limp.

It's got someone pretty badly. Cries are heard between the explosions.

At last it grows quiet. The fire has lifted over us and is now dropping on the reserves. We risk a

look. Red rockets shoot up to the sky. Apparently there's an attack coming.

Where we are it is still quiet. I sit up and shake the recruit by the shoulder. “All over, kid! It's all right this time.”

**“Mighty fine fire-works if they weren't so dangerous.”**

## Activity Options

1. **Recognizing Facts and Details** Make a chart to note sensory details—ones that appeal to the five senses—that bring Bäumer's experiences alive. Share your chart with a group of classmates.
2. **Recognizing Point of View** Pretend that you are Paul Bäumer. Write a letter home to your family, describing your war experiences and your state of mind. Share your letter with classmates.

CHAPTER  
**29**  
Section 2

## LITERATURE SELECTION

**“The Soldier”**

by Rupert Brooke

**“Dulce et Decorum Est”**

by Wilfred Owen

*“The Soldier” is one of a sequence of sonnets titled 1914 by English poet Rupert Brooke, who died of blood poisoning in 1915 on his way to Gallipoli. “Dulce et Decorum Est” is a well-known poem by English poet Wilfred Owen, who served as an officer in the British infantry and was killed in combat. What impressions of World War I do these poems convey?*

**The Soldier**

If I should die, think only this of me:  
That there's some corner of a foreign field  
That is for ever England. There shall be  
In that rich earth a richer dust concealed;  
A dust whom England bore, shaped, made  
aware,  
Gave, once, her flowers to love, her ways to  
roam,  
A body of England's, breathing English air,  
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,  
A pulse in the eternal mind, no less  
Gives somewhere back the thoughts by England  
given;  
Her sights and sounds; dreams happy as her  
day;  
And laughter, learnt of friends; and gentleness,  
In hearts at peace, under an English heaven.

Rupert Brooke “The Soldier” from *The Collected Poems of Rupert Brooke* (New York: Dodd, Mead, 1915), 115.

**Dulce et Decorum Est**

Bent double, like old beggars under sacks,  
Knock-kneed, coughing like hags, we cursed  
through sludge,  
Till on the haunting flares we turned our backs  
And towards our distant rest began to trudge.  
Men marched asleep. Many had lost their boots  
But limped on, blood-shod. All went lame; all  
blind;  
Drunk with fatigue; deaf even to the hoots  
Of tired, outstripped Five-Nines [gas shells]  
that dropped behind.

Gas! Gas! Quick, boys!—An ecstasy of fumbling,  
Fitting the clumsy helmets just in time;  
But someone still was yelling out and stumbling  
And flound'ring like a man in fire or lime. . .  
Dim, through the misty panes and thick green  
light,  
As under a green sea, I saw him drowning.  
In all my dreams, before my helpless sight,  
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could  
pace  
Behind the wagon that we flung him in,  
And watch the white eyes writhing in his face,  
His hanging face, like a devil's sick of sin;  
If you could hear, at every jolt, the blood  
Come gargling from the froth-corrupted lungs,  
Obscene as cancer, bitter as the cud  
Of vile, incurable sores on innocent tongues,—  
My friend, you would not tell with such high  
zest  
To children ardent for some desperate glory,  
The old Lie: Dulce et decorum est  
Pro patria mori [It is sweet and fitting to die for  
one's country].

Wilfred Owen “Dulce et Decorum Est” from *The Collected Poems of Wilfred Owen* (Chatto and Windus, Ltd., 1946).  
Reprinted in X.J. Kennedy, *An Introduction to Poetry*  
(Boston: Little, Brown, 1966), 26–27.

**Research Option**

**Writing Expository Paragraphs** Research the life of either Wilfred Owen or Rupert Brooke. Then write a biographical sketch of the poet for an anthology of poetry about World War I.

“Dulce et Decorum Est,” from *The Collected Poems of Wilfred Owen* by Wilfred Owen. Copyright © 1963 by Chatto & Windus, Ltd. Used by permission of New Directions Publishing Corp.

CHAPTER  
29

## HISTORYMAKERS

Wilhelm II  
*Erratic Kaiser*

## Section 1

*"The sovereign who ruled over [the German people] was busy and dynamic like them, but more restless than thorough. He was into everything and alert to everything, sometimes with useful results."—Historian Barbara Tuchman*

Energetic, ambitious, and sometimes childish, Wilhelm II had no overall plan for governing his country. In fact, he helped lead Germany into a disastrous world war. His country's defeat saw him lose both his power and his throne.

In 1859, Wilhelm II was born to Frederick III, heir to the throne of the German Empire, and Victoria, daughter of Great Britain's queen. At military school, Wilhelm learned to prize the soldier's life. He remained attracted to the army throughout his life and frequently dressed in military uniform. In 1888, when Wilhelm became emperor, his first speech was to his troops. He and the army, he told them, were "born for each other."

Wilhelm also became accustomed to getting his own way. In school, fellow students fed him with constant praise and obedience. When he ruled, he believed himself to be supreme. "There is only one master in the [the German Empire] and that is I; I shall tolerate no other," he said. He once told some young soldiers: "If your emperor commands you to do so, you must fire on your father and mother."

Wilhelm's mother taught him to believe in the liberal politics of her British upbringing. He flirted with such policies soon after taking the throne and briefly offered a plan aimed at improving the lives of workers. However, when wealthy conservatives voiced their opposition, he quickly dropped the idea.

Kaiser Wilhelm was mainly concerned with Germany's military might. For example, he once heard that a circus had an efficient method for unloading equipment and animals from trains. He sent aides to study the process. Soon, the circus's methods were adopted by the army. Similarly, when the kaiser wanted to increase Germany's influence, he chose military means. For instance, he launched an ambitious program of shipbuilding aimed at challenging the British navy.

The kaiser saw Germany—and himself—as the major power in Europe. "There is no power in Europe but me—me and my twenty-five army corps," he once said. However, his efforts to assert German authority in world affairs failed. In 1905,

he caused trouble for France in its colony of Morocco, but the international conference that resolved the dispute opposed him. In 1911, trouble again arose over Morocco, and the kaiser had to meekly avoid war with France. His changeable nature showed in foreign policy too. At various times he tried to win both Britain and Russia as allies. At other times, though, he drove them away. The result was that both those nations allied themselves with France and against Germany.

Between 1905 and 1911, Wilhelm's power at home faded. He made a gross error of diplomacy in 1908, when he told a British newspaper that many Germans were anti-English. Wilhelm's chancellor—the head of the government—was forced to apologize for the kaiser. There was even talk that he should resign the throne.

In 1914, Wilhelm forced Austria-Hungary to take a hard line against Serbia after the Austrian archduke had been assassinated there. As war neared, the kaiser became frightened and tried to urge peace. However, it was too late, and Europe plunged into World War I. France and England portrayed Wilhelm as the guiding force in German aggression. In truth, the generals took control of the war, and the kaiser had less influence as the war continued. In 1918, he saw disaster coming. He tried to rally Germany with promises of democratic reforms, but the offer came too late. On November 9, 1918, he was forced off the throne and left for exile in Holland. He lived there another 23 years.

## Questions

1. **Analyzing Issues** Do you agree with Tuchman that Wilhelm was "more restless than thorough"? Explain.
2. **Forming Opinions** Do you think Wilhelm was a good ruler? Why or why not?
3. **Making Inferences** How did Wilhelm's character and his statements before the war contribute to France and England seeing him as the supreme leader of Germany during the war?



**CHAPTER**  
**29****HISTORYMAKERS****Georges Clemenceau**  
*French Tiger***Section 4**

*"The Germans may take Paris, but that will not prevent me from going on with the war. We will fight on the Loire, we will fight on the Garonne, we will fight even on the Pyrenees. And if at last we are driven off the Pyrenees, we will continue the war at sea."—Georges Clemenceau*

Active politically as a young man, Georges Clemenceau was appalled by France's defeat in the 1870 war with Prussia. He was angry that Wilhelm I used the palace at Versailles to be declared emperor of Germany and that France had to give up Alsace and Lorraine. When France called on Clemenceau to lead them against Germany in World War I, he pushed his people onto victory and then sought revenge on Germany.

Clemenceau's father had admired the French Revolution and other democratic causes. He even joined others in an untried plot to overthrow Emperor Napoleon III. As a result, Georges Clemenceau became a devoted democrat. Democracy, he said, "is the only form of government which can establish equality for all, and which can bring closer the ultimate goals: freedom and justice." In his 20s, while a medical student in Paris, he joined other students in a group called Act As You Think. He also founded two newspapers, which were closed by the French government for their democratic views. He then joined the radicals of the Paris Commune. When that movement collapsed, he won election to the new national legislature.

For the next 30 years, Clemenceau alternated between politics and writing. When his *The Free Man* was heavily censored, he changed its name to *The Chained Man*. Serving in the legislature, he verbally attacked ministers of the government. He built a long list of enemies and succeeded in casting others out of power. However, his adversaries won revenge in 1892, when a friend of Clemenceau's became involved in a financial scandal. Enemies accused Clemenceau of participating as well. He denied the charge but was defeated in a bid for re-election.

Clemenceau's next years were devoted to journalism. He won political favor by defending Captain Alfred Dreyfus, who had been convicted of giving state secrets to Germany. Clemenceau wrote more than 500 articles protesting the case. He also gave space to writer Emile Zola, who charged that other officers had blackmailed Dreyfus.

In 1902, Clemenceau was once again elected to the legislature, where he served for the next 18 years. Prime minister from 1906 to 1909, he took a tough line by cracking down on workers' strikes. He lost the support of socialists when he denied their cause in a major speech. "France is founded on property, property, property," he thundered.

As war with Germany loomed, Clemenceau urged that France prepare. When war broke out, he tried to win the support of the United States. In late 1917, with the war going badly, the 76-year-old Clemenceau was named to head the government. He immediately appointed himself as his own war minister. His policy was simple: "I wage war." He urged France's allies to put all the armies under one commander and was pleased that French Marshal Ferdinand Foch was given that power.

With Germany's defeat, Clemenceau strove to win the peace. He yielded to some demands but won back Alsace and Lorraine. He also forced Germany to sign the treaty at Versailles. However, other French politicians resented that he had kept all the power of negotiating to himself. The legislature thought the final peace treaty was too soft on Germany and debated for three months before approving it. Meanwhile, Clemenceau lost the election for France's presidency. He resigned in 1920 and spent the rest of his life in an active retirement. At age 80, he hunted tigers in Asia and then campaigned vigorously for the United States to join the League of Nations. He died at age 88 and was, according to his wishes, buried alongside his father.

**Questions**

1. **Making Inferences** Why do you think Clemenceau was called "the Tiger"?
2. **Analyzing Causes and Recognizing Effects** What actions of Clemenceau later cost him support? Why?
3. **Analyzing Motives** What goals drove Clemenceau?

CHAPTER

29

Section 4

CONNECTIONS ACROSS TIME AND CULTURES

Planning for Peace:  
Vienna and Versailles

THEMATIC CONNECTION:  
POWER AND AUTHORITY

At the end of World War I, delegates from 32 countries met in the Paris Peace Conference at the Palace of Versailles to draw up the terms of the peace. Some 100 years earlier, European heads of government had met in Vienna to restore order and establish long-lasting peace following the Napoleonic wars. How do these two peace conferences compare? Use the information in Chapter 23 and in Chapter 29 to fill in the chart below and answer the final question.

|                          | Congress of Vienna                                                                                                                                                      | Paris Peace Conference |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 1. Decision-makers       | Representatives of five “great powers”—Prussia, Russia, Austria, Britain, and France—but primarily Metternich of Austria                                                |                        |
| 2. Goals                 | Prevent future French aggression, restore balance of power, restore royal families to European thrones                                                                  |                        |
| 3. War guilt/reparations | Fearing revenge, the victorious nations were easy on France.                                                                                                            |                        |
| 4. Military restrictions | France was allowed to keep a standing army.                                                                                                                             |                        |
| 5. Territorial changes   | To contain France, the weaker countries around France were strengthened; independent Switzerland, United Kingdom of Netherlands, and German Confederation were created. |                        |
| 6. Legacy                | Created an age of peace in Europe; diminished power of France but increased power of Britain and Prussia                                                                |                        |

What lessons might future world leaders learn by comparing the two peace settlements?

**CHAPTER**  
**29****Section 2****SCIENCE & TECHNOLOGY*****Industrial Technology Creates Poison Gas***

*Many new technologies introduced during World War I were developed with military uses in mind. However, some new weapons were developed from peacetime industrial discoveries.*

Poison gas in Germany during World War I was manufactured using a variation of the process that had originally been developed to produce fertilizer for farmers. Fritz Haber, a German chemist, invented this method of using nitrogen from the air in 1909. He was awarded the Nobel Prize for Chemistry in 1918 for this discovery.

Nitrogen makes up over 78 percent of our atmosphere and is the basis of fertilizers. Prior to the 20th century, nitrogen to make fertilizers had been taken from either minerals or other materials. However, there was not enough nitrogen available from these sources to satisfy the increasing demand from farms and factories.

Haber thought of tapping the virtually endless supply of nitrogen in the air. His idea was to cap-

ture it as a gas by combining it with hydrogen to form ammonia. Three parts hydrogen would combine with one part nitrogen ( $\text{NH}_3$ ). The problem he came across was that high temperatures, around 1200 degrees Fahrenheit, were needed to make this process work. Unfortunately, these high temperatures slowed down the production of the ammonia he was attempting to manufacture.

The solution to Haber's problem was to use a catalyst. A catalyst is a substance that speeds up a chemical reaction but is not part of the reaction itself. The hydrogen and nitrogen were combined at high pressure, more than 200 times normal atmospheric pressure. This mixture of gases was placed in contact with a catalyst, mainly composed of iron, which then produced ammonia gas in large quantities. Nitrogen, in the form of ammonia, could then be combined with other chemicals to produce fertilizer and other materials.

During World War I, Germany was cut off from its mineral supplies of nitrogen, making this discovery extremely important to its war effort. Carl Bosch, another German chemist, refined Haber's process to make it easier to manage on an industrial scale. The Haber-Bosch process was used by Germany to manufacture both fertilizers and, with alterations, poison gas. The Haber-Bosch process underlies the method of production in almost every ammonia factory in the world today.

**Questions**

1. **Clarifying** What process did Fritz Haber invent?
2. **Analyzing Causes and Recognizing Effects** What impact did a catalyst have on Haber's creation?
3. **Drawing Conclusions** Why was the Haber-Bosch process so important to Germany's war effort?



Chemical warfare was used by both sides during World War I. Here, two British soldiers advance during a German poison gas attack.





RETEACHING ACTIVITY *Marching Toward War*

Section 1

**Determining Main Ideas** Complete the chart below by providing details about the events that brought Europe close to war.

| Events                                                    | Details |
|-----------------------------------------------------------|---------|
| 1. The rise of nationalism                                |         |
| 2. The rise of militarism                                 |         |
| 3. The rise of imperialism                                |         |
| 4. The alliance system                                    |         |
| 5. Crisis in the Balkans                                  |         |
| 6. Assassination of Archduke Franz Ferdinand and his wife |         |



## Section 2

RETEACHING ACTIVITY *Europe Plunges into War*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer(s) in the blank.

- |                                                                                                                            |                                      |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| _____ 1. World War I alliance that included Great Britain, France, and Russia                                              | A. Western Front                     |
| _____ 2. Alliance that included Germany, Austria-Hungary, and Italy                                                        | B. Triple Alliance                   |
| _____ 3. Countries that composed the Central Powers at the start of the war                                                | C. Eastern Front                     |
| _____ 4. Countries that composed the Allied Powers at the start of the war                                                 | D. poison gas                        |
| _____ 5. The region of France that became a bloody stalemate                                                               | E. Germany, Austria-Hungary          |
| _____ 6. German battle strategy that called for a quick defeat of France in the west and then attacking Russia in the east | F. trench warfare                    |
| _____ 7. Battle strategy in which soldiers fought from deep pits dug into the earth                                        | G. submarine                         |
| _____ 8. New warship introduced by the Germans that used underwater missiles                                               | H. Schlieffen Plan                   |
| _____ 9. Stretch of battlefield along the German and Russian border                                                        | I. Triple Entente                    |
| _____ 10. New weapon that caused blindness, blisters, and choking                                                          | J. Great Britain, France, and Russia |

**CHAPTER**  
**29****Section 3****RETEACHING ACTIVITY** *A Global Conflict*

**Making Inferences** Below are some general statements about the escalation of World War I. Read each statement. Then supply details from the section to support it.

1. As the war went on, all the Great Powers looked for allies beyond Europe.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. The Gallipoli campaign was an Allied attempt to secure the Dardanelles, the gateway to Constantinople.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. The German policy of unrestricted submarine warfare shifted the focus of the war to the sea.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. The Zimmermann Note was the final straw that brought the United States into the war.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Other nations, including France, supported a policy of assimilation.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. World War I became a total war.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
7. Another enemy—influenza—afflicted both sides of the conflict.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
8. Governments used propaganda to influence public opinion toward the war.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**CHAPTER**  
**29****Section 4****RETEACHING ACTIVITY** *A Flawed Peace*

**Sentence Completion** Select the name or term that best completes the sentence.  
Write the name or term in the blank.

|                    |                      |                  |
|--------------------|----------------------|------------------|
| Fourteen Points    | Austria-Hungary      | war guilt clause |
| Great Britain      | mandates             | Ottoman          |
| League of Nations  | Palace of Versailles | Woodrow Wilson   |
| Finland            | Germany              |                  |
| Georges Clemenceau | United Nations       |                  |

1. Location of meetings to determine conditions of peace after World War I:  
\_\_\_\_\_
2. Represented the United States at the Paris Peace Conference:  
\_\_\_\_\_
3. Represented France at the Paris Peace Conference:  
\_\_\_\_\_
4. Wilson's proposal for achieving a just and lasting peace:  
\_\_\_\_\_
5. Proposed international association whose job would be to keep peace among nations:  
\_\_\_\_\_
6. Part of the Treaty of Versailles that placed responsibility for the war solely on Germany:  
\_\_\_\_\_
7. Austria, Hungary, Bulgaria, Czechoslovakia, and Yugoslavia were formed from this empire:  
\_\_\_\_\_
8. Palestine, Iraq, and Transjordan came under the control of this country:  
\_\_\_\_\_
9. One nation, formerly part of Russia, that became independent:  
\_\_\_\_\_
10. Term for postwar territories expected to be governed by the League of Nations:  
\_\_\_\_\_

CHAPTER  
**30**

GUIDED READING *Revolutions in Russia*

Section 1

**A. Analyzing Causes and Recognizing Effects** As you read this section, take notes to answer questions about some factors in Russia that helped lead to revolution.

| How did each of the following help to ignite the full-scale revolution? |  |
|-------------------------------------------------------------------------|--|
| 1. Policies of the czars                                                |  |
| 2. Industrialization and economic growth                                |  |
| 3. The Russo-Japanese War                                               |  |
| 4. "Bloody Sunday"                                                      |  |
| 5. World War I                                                          |  |
| 6. The March Revolution                                                 |  |

| How did each of the following help the Bolsheviks gain and hold political control? |  |
|------------------------------------------------------------------------------------|--|
| 7. November 1917 Revolution                                                        |  |
| 8. Civil war between the Red and White armies                                      |  |
| 9. Organization of Russia into republics                                           |  |

| What role did each of the following play in the Russian Revolution? |  |
|---------------------------------------------------------------------|--|
| 10. Karl Marx                                                       |  |
| 11. V. I. Lenin                                                     |  |
| 12. Leon Trotsky                                                    |  |

**B. Determining Main Ideas** On the back of this paper, identify each of the following:

proletariat    Rasputin    provisional government    soviet    Communist Party

CHAPTER  
**30**

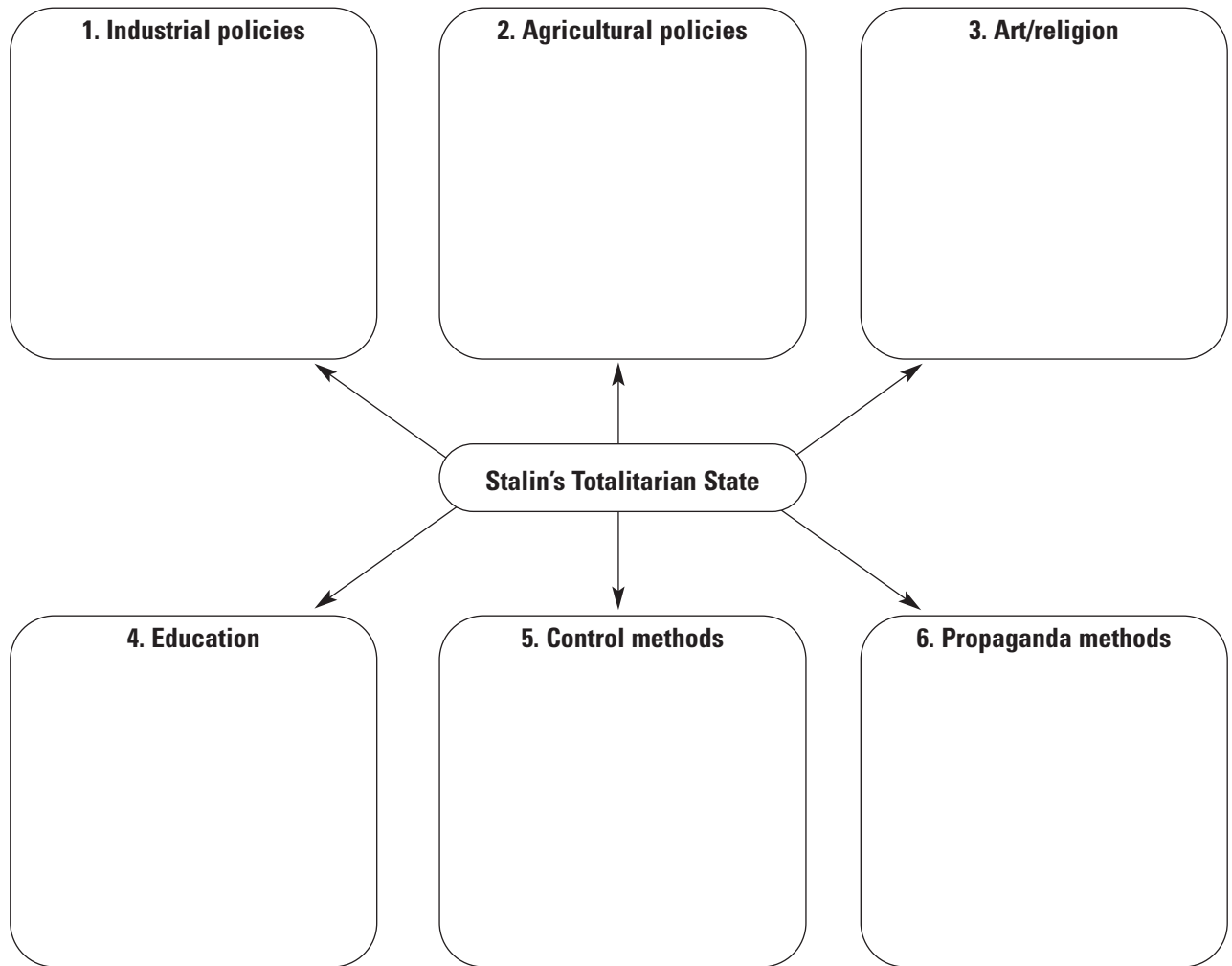
Section 2

GUIDED READING

# Totalitarianism

## Case Study: Stalinist Russia

**A. Determining Main Ideas** As you read this section, fill in the web diagram with key characteristics of Stalinist Russia.



**B. Clarifying** Define or identify each of the following terms:

**totalitarianism**

**command economy**

**collective farm**

**Five-Year Plan**

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**CHAPTER**  
**30****GUIDED READING** *Imperial China Collapses***Section 3**

**A. Analyzing Causes and Recognizing Effects** As you read this section, note some of the cause-and-effect relationships in the struggle between nationalist and communist movements in China.

| Causes | Actions/Events                                               | Effects |
|--------|--------------------------------------------------------------|---------|
|        | 1. Sun's Revolutionary Alliance overthrows the Qing Dynasty. |         |
|        | 2. Sun turns presidency over to Yuan Shikai.                 |         |
|        | 3. The May Fourth Movement begins.                           |         |
|        | 4. Nationalist forces move into Shanghai.                    |         |
|        | 5. Communists begin the Long March.                          |         |
|        | 6. Japan invades Manchuria.                                  |         |

**B. Determining Main Ideas** On the back of this paper, identify **Mao Zedong** and describe his concept of communism.



**CHAPTER**  
**30****Section 4****GUIDED READING***Nationalism in India and Southwest Asia*

**A. Determining Main Ideas** As you read this section, take notes to answer questions about nationalistic activity after World War I.

| How did each of the following contribute to national independence for India? |  |
|------------------------------------------------------------------------------|--|
| 1. Formation of Congress Party and Muslim League                             |  |
| 2. World War I                                                               |  |
| 3. Rowlatt Acts                                                              |  |
| 4. Massacre at Amritsar                                                      |  |
| 5. Campaign of civil disobedience                                            |  |
| 6. Salt March                                                                |  |

| How did each country gain its independence? |  |
|---------------------------------------------|--|
| 7. Turkey                                   |  |
| 8. Persia                                   |  |
| 9. Saudi Arabia                             |  |

**B. Drawing Conclusions** On the back of this paper, describe the legacies of **Mohandas K. Gandhi** and **Mustafa Kemal**.

**CHAPTER**  
**30****BUILDING VOCABULARY** *Revolution and Nationalism*

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. Joseph Stalin instituted totalitarianism in Russia through a campaign of terror called the (a) Great Purge (b) Amritsar Massacre (c) Long March.
2. The leader of India's independence movement who advocated the tactic of civil disobedience was (a) Mustafa Kemal (b) Mohandas K. Gandhi (c) Sun Yixian.
3. The radical group of Russian Marxists who supported a small number of committed revolutionaries was called the (a) proletariat (b) Bolsheviks (c) soviet.
4. The event that initially fueled India's independence movement was the (a) Amritsar Massacre (b) Long March (c) Great Purge.
5. In Marxist philosophy, the industrial class of workers is called the (a) soviet (b) provisional government (c) proletariat.

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. After the Russian Revolution, the Bolsheviks renamed their party the Kuomintang.  
\_\_\_\_\_
- \_\_\_\_ 2. The Chinese leader Sun Yixian wanted to establish a modern government based on nationalism, democracy, and economic security.  
\_\_\_\_\_
- \_\_\_\_ 3. Joseph Stalin was the Bolshevik leader who became known as the "Father of the Revolution."  
\_\_\_\_\_
- \_\_\_\_ 4. Rasputin was a Chinese Communist Party leader who fought against Jiang Jieshi and the Nationalists in a bloody civil war.  
\_\_\_\_\_
- \_\_\_\_ 5. Mustafa Kemal, the first president of the new Republic of Turkey, worked to transform Turkey into a modern nation.  
\_\_\_\_\_

**C. Writing** Using the following terms, write a brief conversation about the economy between two Russian workers in 1929.

totalitarianism      command economy      Five-Year Plan      collective farm

CHAPTER  
**30**

Section 1

SKILLBUILDER PRACTICE *Analyzing Causes*

*Historians analyze causes to understand why events in the past happened. Historical events such as strikes and revolutions often have multiple causes. As you read the excerpts below, try to identify the reasons for the local protest that exploded into the March Revolution of 1917. Then fill in the chart. (See Skillbuilder Handbook)*

**Passage A**

The fact is that the . . . revolution was begun from below, overcoming the resistance of its own revolutionary organizations, the initiative being taken of their own accord by the most oppressed and down-trodden . . . women textile workers. . . . The over-grown bread lines had provided the last stimulus. About 90,000 workers, men and women, were on strike that day. . . . Throughout the entire [next] day, crowds of people poured from one part of the city to another. . . . Along with shouts of “Down with the police!” was heard oftener and oftener a “Hurrah” addressed to the Cossacks. . . . The soldiers show indifference, at times hostility to the police. It spreads excitedly through the crowd that when the police opened fire by the Alexander III monument, the Cossacks let go a volley at the horse [police].

Leon Trotsky, *History of the Russian Revolution*

**Passage B**

The rising cost of living and the food crisis could not but serve as revolutionary factors among the masses. . . . Gradually the minor issues of food, the price of bread, and the lack of goods turned into political discussions concerning the entire system of the social order. In this atmosphere political movements grew feverishly and matured quickly. . . .

Peter I. Lyashchenko, *History of the National Economy of Russia to the 1917 Revolution*

**Passage C**

Those nameless, austere statesmen of the factory and streets did not fall out of the sky: they had to be educated. . . . To the question, Who led the . . . revolution? we can then answer definitely enough: Conscious and tempered workers educated for the most part by the party of Lenin. . . .

Leon Trotsky, *History of the Russian Revolution*

| What were three causes of the March Revolution? |  |
|-------------------------------------------------|--|
| Economic                                        |  |
| Political/Social                                |  |
| Other                                           |  |

# CHAPTER 30

## Section 3

### GEOGRAPHY APPLICATION: MOVEMENT

## Nationalists Battle Warlords and Communists

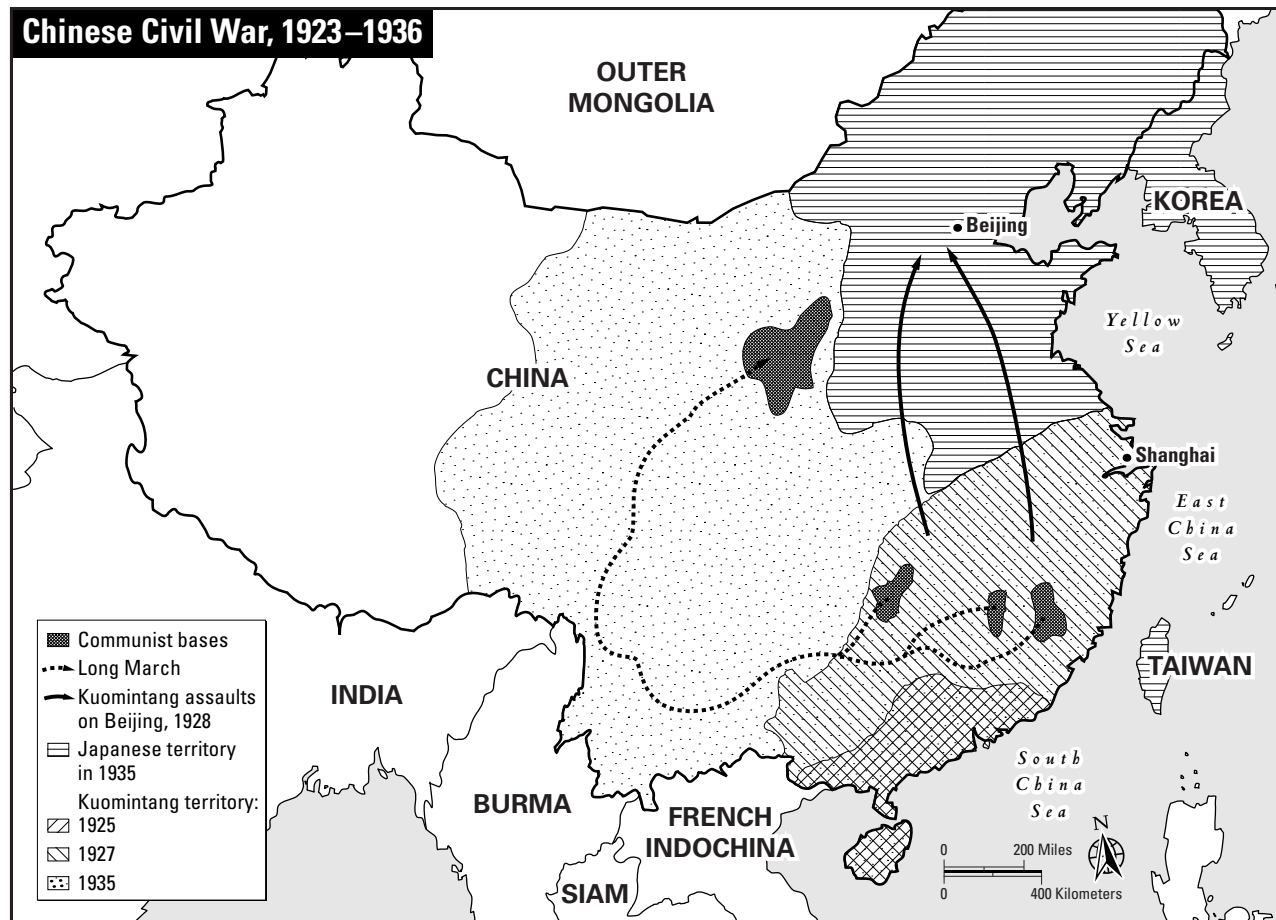
*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

From 1923 through 1936, China's Nationalists waged successive wars while trying to achieve national unity. At first, they battled territorial rulers—warlords—and later they fought local Communists.

At one time, both Nationalists and Communists were united in the Kuomintang, the Nationalist People's Party. From 1923 to 1927, the party battled to end warlord rule in the provinces. By 1925 the Kuomintang had driven the warlords out of extreme southern China in 1925 and then launched a campaign called the Northern Expedition. Its goal was to conquer the remaining warlords to the north, free Beijing, and bring China under one government.

At this time, however, the Nationalists came to fear the political goals of their Communist allies. As a result, the Nationalists, while fighting in northern China in 1927, began an anti-Communist drive in their own ranks. Nationalists attacked Communist strongholds in Shanghai and other large cities. They drove them into scattered bases in the hills of south-central China. Finally, in 1934, the Communists under Mao Zedong embarked on the year-long, life-and-death Long March into the protective caves of northern China.

A final confrontation between Nationalists and Communists in the north never took place, however. In 1936, the threat of a Japanese takeover of China forced the enemies into unified action once again.



**Interpreting Text and Visuals**

1. What two Chinese groups made up the Kuomintang? \_\_\_\_\_  
\_\_\_\_\_
2. What was the intent of the Northern Expedition? \_\_\_\_\_  
\_\_\_\_\_
3. Whom were the Nationalists fighting in 1927? \_\_\_\_\_  
\_\_\_\_\_
4. Beijing was freed from warlord control in 1928. Using the map key, determine how long, at the most, Beijing's freedom lasted and why. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Describe the route of the Long March. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Why do you suppose that the Nationalists and Communists in 1936 became allies once again? Use both text and map to answer this question. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. If the Japanese had not invaded China, what can you infer from the map would have been the Communists' ultimate fate in a final confrontation with the Nationalists? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**30****Section 1****PRIMARY SOURCE** *from Bloody Sunday*  
by Father Gapon

*On January 22, 1905, a priest named Father Gapon led a peaceful march of about 200,000 workers and their families to the Winter Palace in St. Petersburg. The marchers wanted to ask Czar Nicholas II for better working conditions, more personal freedom, and an elected national legislature. As you read the following excerpt from Father Gapon's autobiography, think about what happened on Bloody Sunday.*

We were not more than thirty yards from the soldiers, being separated from them only by the bridge over the Tarakanovskii Canal, which here marks the border of the city, when suddenly, without any warning and without a moment's delay, was heard the dry crack of many rifle-shots. I was informed later on that a bugle was blown, but we could not hear it above the singing, and even if we had heard it we should not have known what it meant.

Vasiliev, with whom I was walking hand in hand, suddenly left hold of my arm and sank upon the snow. One of the workmen who carried the banners fell also. Immediately one of the two police officers to whom I had referred shouted out, 'What are you doing? How dare you fire upon the portrait of the Tsar?' This, of course, had no effect, and both he and the other officer were shot down—as I learned afterwards, one was killed and the other dangerously wounded.

I turned rapidly to the crowd and shouted to them to lie down, and I also stretched myself out upon the ground. As we lay thus another volley was fired, and another, and yet another, till it seemed as though the shooting was continuous. The crowd first kneeled and then lay flat down, hiding their heads from the rain of bullets, while the rear rows of the procession began to run away. The smoke of the fire lay before us like a thin cloud, and I felt it stiflingly in my throat. . . . A little boy of ten years, who was carrying a church lantern, fell pierced by a bullet, but still held the lantern tightly and tried to rise again, when another shot struck him down. Both the smiths who had guarded me were killed, as well as all those who were carrying the icons and banners; and all these emblems now lay scattered on the snow. The soldiers were actually shooting into the courtyards of the adjoining houses, where the crowd tried to find refuge and, as I learned

afterwards, bullets even struck persons inside, through the windows.

At last the firing ceased. I stood up with a few others who remained uninjured and looked down at the bodies that lay prostrate around me. I cried to them, 'Stand up!' But they lay still. I could not at first understand. Why did they lie there? I looked again, and saw that their arms were stretched out lifelessly, and I saw the scarlet stain of blood upon the snow. Then I understood. It was horrible. And my Vasiliev lay dead at my feet.

Horror crept into my heart. The thought flashed through my mind, 'And this is the work of our Little Father, the Tsar.' Perhaps this anger saved me, for now I knew in very truth that a new chapter was opened in the book of the history of our people. I stood up, and a little group of workmen gathered round me again. Looking backward, I saw that our line, though still stretching away into the distance, was broken and that many of the people were fleeing. It was in vain that I called to them, and in a moment I stood there, the centre of a few scores of men, trembling with indignation amid the broken ruins of our movement.

*from Father Gapon, The Story of My Life (1905). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 417–418.*

## Discussion Questions

### Determining Main Ideas

1. When did the soldiers start firing on the marchers?
2. According to this excerpt, who were among the victims of the shooting?
3. **Analyzing Causes and Recognizing Effects**  
Why do you think many Russians were outraged by this massacre? Use information from this excerpt as well as your textbook to support your opinion.

CHAPTER  
**30**

## Section 2

## PRIMARY SOURCE

# The Need for Progress

## Speech by Joseph Stalin

*Joseph Stalin (1879–1953) ruled the Communist Party in the Soviet Union from 1928 until his death. One of his aims as the Soviet premiere was to tap the country's vast economic potential. His economic plans achieved success but at an immense human cost. Historians estimate that he caused the deaths of between 8 and 13 million people. In this speech in 1931, he invoked Russian nationalism in an attempt to motivate a group of industrial managers.*

About ten years ago a slogan was issued: “Since Communists do not yet properly understand the technique of production, since they have yet to learn the art of management, let the old technicians and engineers—the experts—carry on production, and you, Communists, do not interfere with the technique of the business; but, while not interfering, study technique, study the art of management tirelessly, in order later on, together with the experts who are loyal to us, to become true managers of production, true masters of the business.” Such was the slogan. But what actually happened? The second part of this formula was cast aside, for it is harder to study than to sign papers; and the first part of the formula was vulgarised: non-interference was interpreted to mean refraining from studying the technique of production. The result has been nonsense, harmful and dangerous nonsense, which the sooner we discard the better. . . .

It is time, high time that we turned towards technique. . . .

This, of course, is no easy matter; but it can certainly be accomplished. Science, technical experience, knowledge, are all things that can be acquired. We may not have them today, but tomorrow we shall. The main thing is to have the passionate Bolshevik desire to master technique, to master the science of production. . . .

You remember the words of the pre-revolutionary poet: “You are poor and abundant, mighty and impotent, Mother Russia.” Those gentlemen were quite familiar with the verses of the old poet. They beat her, saying: “You are abundant,” so one can enrich oneself at your expense. They beat her, saying: “You are poor and impotent,” so you can be beaten and plundered with impunity. Such is the law of the exploiters—to beat the backward and the

weak. It is the jungle law of capitalism. You are backward, you are weak—therefore you are wrong; hence you can be beaten and enslaved. You are mighty—therefore you are right; hence we must be wary of you.

That is why we must no longer lag behind.

In the past we had no fatherland, nor could we have had one. But now that we have overthrown capitalism and power is in our hands, in the hands of the people, we have a fatherland, and we will uphold its independence. Do you want our socialist fatherland to be beaten and to lose its independence? If you do not want this, you must put an end to its backwardness in the shortest possible time and develop a genuine Bolshevik tempo in building up its socialist economy. There is no other way. That is why Lenin said on the eve of the October Revolution: “Either perish, or overtake and outstrip the advanced capitalist countries.”

We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years. Either we do it, or we shall go under. . . .

*from J. V. Stalin, Works, Vol. XIII (Moscow: Foreign Languages Publishing House, 1955), 38–51, 43–44.  
Reprinted in Peter N. Stearns, ed., Documents in World History (New York: Harper Collins, 1988), 128–129.*

## Discussion Questions

1. **Determining Main Ideas** What is the meaning of the slogan in the beginning of the speech?
2. **Drawing Conclusions** How does Stalin define “the jungle law of capitalism”?
3. **Making Inferences** How does Stalin attempt to motivate the industrial managers in this speech?



**CHAPTER**  
**30****Section 3****PRIMARY SOURCE** *from* **The Peasants of Hunan**  
by Mao Zedong

*Mao Zedong (1891–1976), the son of a Hunan peasant, was one of the founders of the Chinese Communist Party in 1921. He believed that he could bring economic and political change to improve the lives of China's rural peasants. According to the following passage written in 1927, what was Mao Zedong's vision of the Communist revolutionary movement in China?*

During my recent visit to Hunan I conducted an investigation on the spot into the conditions in the five countries of Siangtan, Siangsiang, Hengshan, Liling, and Changsha. In the thirty-two days from January 4 to February 5, in villages and in county towns, I called together for fact-finding conferences experienced peasants and comrades working for the peasant movement, listened attentively to their reports and collected a lot of material. . . .

All kinds of arguments against the peasant movement must be speedily set right. The erroneous measures taken by the revolutionary authorities concerning the peasant movement must be speedily changed. Only thus can any good be done for the future of the revolution. For the rise of the present peasant movement is a colossal event. In a very short time, in China's central, southern and northern provinces, several hundred million peasants will rise like a tornado or tempest, a force so extraordinarily swift and violent that no power, however great, will be able to suppress it. They will break all trammels [restraints] that now bind them and rush forward along the road to liberation. They will send all imperialists, warlords, corrupt officials, local bullies and bad gentry [members of the upper or ruling class] to their graves. All revolutionary parties and all revolutionary comrades will stand before them to be tested, and to be accepted or rejected as they decide.

To march at their head and lead them? Or to follow at their rear, gesticulating at them and criticising them? Or to face them as opponents?

Every Chinese is free to choose among the three alternatives, but circumstances demand that a quick choice be made. . . .

A revolution is not the same as inviting people to dinner, or writing an essay, or painting a picture, or doing fancy needlework; it cannot be anything so refined, so calm and gentle, or so mild, kind, courteous, restrained and magnanimous [generous in forgiving]. A revolution is an uprising, an act of violence whereby one class overthrows another. A rural revolution is a revolution by which the peasantry overthrows the authority of the feudal landlord class. If the peasants do not use the maximum of their strength, they can never overthrow the authority of the landlords which has been deeply rooted for thousands of years. In the rural areas, there must be a great, fervent revolutionary upsurge, which alone can arouse hundreds and thousands of people to form a great force. . . .

*from* Mao Tse-tung, *Selected Works*, Vol. I (New York: International Publishers, 1954), 21–22, 27. Reprinted in Peter N. Stearns, ed., *Documents in World History*, Vol. II (New York: Harper Collins, 1988), 137.

**Discussion Questions*****Determining Main Ideas***

1. How many Chinese peasants did Mao Zedong predict would join the Communist revolutionary movement?
2. According to Mao Zedong, what three choices did Chinese Communist revolutionaries face in view of the growing peasant movement?
3. ***Analyzing Causes and Recognizing Effects***  
According to Mao Zedong, what was the purpose of the rural revolution in China?

CHAPTER  
**30**

Section 4

**PRIMARY SOURCE** *from Hind Swaraj* (Indian Home Rule)  
by Mohandas K. Gandhi

*Mohandas K. Gandhi (1869–1948) led India's movement for independence from the British. Gandhi and his followers wanted a greater voice in government and ultimately hoped to gain self-rule. To achieve these goals, Gandhi developed the principle of passive resistance or civil disobedience. The following excerpt, taken from Gandhi's 1909 booklet Hind Swaraj, was written in the form of a dialogue between an editor (Gandhi himself) and an imagined reader. What was Gandhi's passive resistance and how was it used?*

**E**ditor: Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant to my conscience, I use soul-force. For instance, the government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

Everybody admits that sacrifice of self is infinitely superior to sacrifice of others. Moreover, if this kind of force is used in a cause that is unjust, only the person using it suffers. He does not make others suffer for his mistakes. Men have before now done many things which were subsequently found to have been wrong. No man can claim that he is absolutely in the right or that a particular thing is wrong because he thinks so, but it is wrong for him so long as that is his deliberate judgment. It is therefore meet [necessary] that he should not do that which he knows to be wrong, and suffer the consequence whatever it may be. This is the key to the use of soul-force. . . .

Whether I go beyond . . . [the laws] or whether I do not is a matter of no consequence. . . . We simply want to find out what is right and to act accordingly. The real meaning of the statement that we are a law-abiding nation is that we are passive resisters. When we do not like certain laws, we do not break the heads of law-givers but we suffer and do not submit to the laws. That we should obey laws whether good or bad is a new-fangled notion. There was no such thing in former days. The people disregarded those laws they did not like and suffered the penalties for their breach. It is contrary to our manhood if we obey laws repugnant to our conscience. Such teaching is opposed to religion and means slavery. If the government were to

ask us to go about without any clothing, should we do so? If I were a passive resister, I would say to them that I would have nothing to do with their law. But we have so forgotten ourselves and become so compliant that we do not mind any degrading laws.

A man who has realized his manhood, who fears only God, will fear no one else. Man-made laws are not necessarily binding on him. Even the government does not expect any such thing from us. They do not say: "You must do such and such a thing," but they say: "If you do not do it, we will punish you." We are sunk so low that we fancy that it is our duty and our religion to do what the law lays down. If man will only realize that it is unmanly to obey laws that are unjust, no man's tyranny will enslave him. This is the key to self-rule or home-rule. . . .

Passive resistance is an all-sided sword, it can be used anyhow; it blesses him who uses it and him against whom it is used. Without drawing a drop of blood it produces far-reaching results. . . .

Passive resistance cannot proceed a step without fearlessness. Those alone can follow the path of passive resistance who are free from fear, whether as to their possessions, false honor, their relatives, the government, bodily injuries or death. . . .

*from M. K. Gandhi, The Collected Works of Mahatma Gandhi, Vol. X (Ahmedabad: Navijivan Press, 1963), 18–21, 36–38, 48–49, 51–53. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 154–156.*

## Research Option

### Using Research in Writing

Research the career of Dr. Martin Luther King, Jr., the African-American civil rights leader whose ideas about nonviolent protest were influenced by Gandhi. What was Dr. King trying to achieve? Write a summary to report your findings to the class.

CHAPTER  
**30**

Section 2

LITERATURE SELECTION *from Darkness at Noon*  
by Arthur Koestler

*Hungarian-born British author Arthur Koestler (1905–1983) was a Communist during the 1930s. He eventually became disillusioned with the Communist Party and left in 1938. His novel Darkness at Noon, published in 1941, is the story of the purge trials of the 1930s in Stalinist Russia from the point of view of an aging Communist revolutionary who has been arrested and imprisoned. As you read this excerpt, think about how the main character, N. S. Rubashov, feels about No. 1, the totalitarian leader.*

Rubashov had the feeling that he was being watched through the spy-hole. Without looking, he knew that a pupil pressed to the hole was staring into the cell; a moment later the key did actually grind in the heavy lock. It took some time before the door opened. The warder, a little old man in slippers, remained at the door:

“Why didn’t you get up?” he asked.

“I am ill,” said Rubashov.

“What is the matter with you? You cannot be taken to the doctor before to-morrow.”

“Toothache,” said Rubashov.

“Toothache, is it?” said the warder, shuffled out and banged the door.

Now I can at least remain lying here quietly, thought Rubashov, but it gave him no more pleasure. The stale warmth of the blanket became a nuisance to him, and he threw it off. He again tried to watch the movements of his toes, but it bored him. In the heel of each sock there was a hole. He wanted to darn them, but the thought of having to knock on the door and request needle and thread from the warder prevented him; the needle would probably be refused him in any case. He had a sudden wild craving for a newspaper. It was so strong that he could smell the printer’s ink and hear the crackling and rustling of the pages.

Perhaps a revolution had broken out last night, or the head of a state had been murdered, or an American had discovered the means to counteract the force of gravity. His arrest could not be in it yet; inside the country, it would be kept secret for a while, but abroad the sensation would soon leak through, they would print ten-year-old photographs

dug out of the newspaper archives and publish a lot of nonsense about him and No. 1. He now no longer wanted a newspaper, but with the same greed desired to know what was going on in the brain of No. 1. He saw him sitting at his desk, elbows propped, heavy and gloomy, slowly dictating to a stenographer. Other people walked up and down while dictating, blew smoke-rings or played with a ruler. No. 1 did not move, did not play, did not blow rings. . . . Rubashov noticed suddenly that he himself had been walking up and down for the last five minutes; he had risen from the bed without realizing it. He was caught again by his old ritual of never walking on the edges of the paving stones, and he already knew the pattern by heart. But his thoughts had not left No. 1 for a second, No. 1,

who, sitting at his desk and dictating immovably, had gradually turned into his own portrait, into that well-known colour-print, which hung over every bed or sideboard in the country and stared at people with its frozen eyes.

Rubashov walked up and down in the cell, from the door to the window and back, between bunk, wash-basin and bucket, six and a half steps there, six and a half steps back. At the door he turned to the right, at the window to the left: it was an old prison habit; if

one did not change the direction of the turn one rapidly became dizzy. What went on in No. 1’s brain? He pictured to himself a cross-section through that brain, painted neatly with grey water-colour on a sheet of paper stretched on a drawing-board with drawing-pins. The whorls of grey matter swelled to entrails [intestines], they curled round

***Rubashov had the feeling that he was being watched through the spy-hole. Without looking, he knew that a pupil pressed to the hole was staring into the cell.***

one another like muscular snakes, became vague and misty like the spiral nebulae, on astronomical charts. . . . What went on in the inflated grey whorls? One knew everything about the far-away nebulae, but nothing about the whorls. That was probably the reason that history was more of an oracle [prediction] than a science. Perhaps later, much later, it would be taught by means of tables of statistics, supplemented by such anatomical sections. The teacher would draw on the blackboard an algebraic formula representing the conditions of life of the masses of a particular nation at a particular period: "Here, citizens, you see the objective factors which conditioned this historical process." And, pointing with his ruler to a grey foggy landscape between the second and third lobe of No. 1's brain: "Now here you see the subjective reflection of these factors. It was this which in the second

quarter of the twentieth century led to the triumph of the totalitarian principle in the East of Europe." Until this stage was reached, politics would remain bloody dilettantism, mere superstition and black magic. . . .

from Arthur Koestler, *Darkness at Noon* (New York: Macmillan, 1941), 10–12.

## Discussion Questions

### *Determining Main Ideas*

1. What does Rubashov do to pass the time in prison?

2. What does he want to know about No. 1?

3. ***Making Inferences*** Why do you think Rubashov thinks obsessively about No. 1?



## Section 2

**LITERATURE SELECTION** *from 1984*  
by George Orwell

*Born in India, the British author George Orwell (1903–1950) wrote literary and political commentary for British magazines and newspapers. In 1948, he published his cautionary novel 1984, a depiction of the horrors of living under an unnamed totalitarian regime. As you read this excerpt from 1984, consider the role that the government plays in the daily life of the main character, Winston Smith.*

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats. At one end of it a colored poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a meter wide: the face of a man of about forty-five, with a heavy black mustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift [elevator]. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat [apartment] was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. Big Brother Is Watching You, the caption beneath it ran.

Inside the flat a fruity voice was reading out a list of figures which had something to do with the production of pig iron. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagerness of his body merely emphasized by the blue overalls which were the uniform of the Party. His hair was very fair, his face

naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended.

Outside, even through the shut window pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no color in anything except the posters that were plastered everywhere. The black-mustachio'd face gazed down from every commanding corner. There was one on the house front immediately opposite. Big Brother Is Watching You, the caption said, while the dark eyes looked deep into Winston's own. Down at street level another poster, torn at one corner, flapped fitfully in the wind, alternately covering and uncovering the single word INGSOC. In the far distance a helicopter skimmed down between the roofs, hovered for an instant like a bluebottle, and darted away again with a curving flight. It was the Police Patrol, snooping into people's windows. The patrols did not matter, however. Only the Thought Police mattered.

Behind Winston's back the voice from the telescreen was still babbling away about pig iron and the overfulfillment of the Ninth Three-Year Plan. The telescreen received and transmitted simultaneously. Any sound that Winston made, above the level of a very low whisper, would be picked up by it; moreover, so long as he remained within the field of vision which the metal plaque commanded, he could be seen as well as heard. There was of course no way of knowing whether you were being watched at any given moment. How often, or on what system, the Thought Police plugged in on any individual wire was guesswork. It was even conceivable that they watched everybody all the time. But at any rate they could plug in your wire whenever they wanted to. You had to live—did live, from habit that became instinct—in the assumption that every sound you made was overheard, and, except



in darkness, every movement scrutinized.

Winston kept his back turned to the telescreen. It was safer; though, as he well knew, even a back can be revealing. A kilometer away the Ministry of Truth, his place of work, towered vast and white above the grimy landscape. This, he thought with a sort of vague distaste—this was London, chief city of Airstrip One, itself the third most populous of the provinces of Oceania. He tried to squeeze out some childhood memory that should tell him whether London had always been quite like this. Were there always these vistas of rotting nineteenth-century houses, their sides shored up with balks of timber, their windows patched with cardboard and their roofs with corrugated iron, their crazy garden walls sagging in all directions? And the bombed sites where the plaster dust swirled in the air and the willow herb straggled over the heaps of rubble; and the places where the bombs had cleared a larger patch and there had sprung up sordid colonies of wooden dwellings like chicken houses? But it was no use, he could not remember: nothing remained of his childhood except a series of bright-lit tableaux [striking scenes], occurring against no background and mostly unintelligible.

The Ministry of Truth—Minitrue, in Newspeak [the official language of Oceania]—was startlingly different from any other object in sight. It was an enormous pyramidal structure of glittering white concrete, soaring up, terrace after terrace, three hundred meters into the air. From where Winston stood it was just possible to read, picked out on its white face in elegant lettering the three slogans of the Party:

WAR IS PEACE  
FREEDOM IS SLAVERY  
IGNORANCE IS STRENGTH.

The Ministry of Truth contained, it was said, three thousand rooms above ground level, and corresponding ramifications [branches] below.

Scattered about London there were just three other buildings of similar appearance and size. So completely did they dwarf the surrounding architecture that from the roof of Victory Mansions you could see all four of them simultaneously. They were the homes of the four Ministries between which the entire apparatus of government was divided: the Ministry of Truth, which concerned itself with news, entertainment, education, and the fine arts; the Ministry of Peace, which concerned itself with war; the Ministry of Love, which maintained law and order; and the Ministry of Plenty,

which was responsible for economic affairs. Their names, in Newspeak: Minitrue, Minipax, Miniluv, and Miniplenty.

The Ministry of Love was the really frightening one. There were no windows in it at all. Winston had never been inside the Ministry of Love, nor within half a kilometer of it. It was a place impossible to enter except on official business, and then only by penetrating through a maze of barbed-wire entanglements, steel doors, and hidden machine-gun nests. Even the streets leading up

to its outer barriers were roamed by gorilla-faced guards in black uniforms, armed with jointed truncheons [short sticks carried by police].

*It was just possible  
to read . . . the  
three slogans of  
the Party:*  
**WAR IS PEACE  
FREEDOM IS  
SLAVERY  
IGNORANCE IS  
STRENGTH.**

## Activity Options

1. **Using Visual Stimuli** Design a book jacket for *1984*. Use colors and images that capture what life is like under a totalitarian regime. Display your book jacket in the classroom.
2. **Analyzing Information** With a small group of classmates, create a chart with these headings: *Police Terror, Indoctrination, Propaganda, and Censorship*. Then complete the chart by adding specific examples of methods used by the unnamed regime in *1984* to control and dominate its people. Share your group's findings with the class.

**CHAPTER  
30****HISTORYMAKERS**

# Vladimir Lenin

## *Russian Revolutionary*

**Section 1**

*"There is no other man who is absorbed by the revolution twenty-four hours a day, who has no other thoughts but the thought of revolution, and who even when he sleeps, dreams of nothing but revolution."—another Communist, speaking of Lenin*

Vladimir Lenin was one of the century's most important leaders. Unhappy and disillusioned with the Russian monarchy, he led a group called the Bolsheviks in a revolution that gave him control of the largest nation in the world.

Born in 1870, Lenin was raised by two educated parents in a happy family. He showed intelligence and skill with classical languages. While in his teens, two shocks jolted his world. First, his father was threatened with losing his job by the government. Second, Lenin's older brother was hanged for conspiring against the czar. Within two years, Lenin had read the work of Karl Marx and believed that Russia needed a Communist revolution.

Lenin then began to write and to recruit new followers. He was arrested and served 15 months in prison followed by three years of exile in Siberia. When that ended in 1900, he traveled abroad, where he spent much of the next 17 years. During this time, he sharpened his ideas about Marxism.

Marxism said that industrial workers, called the proletariat, were in a struggle against capitalists, the people that owned businesses. Eventually, Marx said, the workers would overthrow the capitalists and form a new society called communism. However, Russia consisted mainly of peasants and only had a small number of industrial workers. Marxists wondered how a workers' revolution could occur.

Lenin saw the role of the party as essential, and his group became known as the Bolsheviks. The Bolsheviks, he said, would lead the people to the revolution they needed. However, many Marxists found it difficult to accept Lenin's iron rule. In 1912, he forced those who disagreed with him out of the party.

World War I brought another crisis. Communists all over Europe ignored class loyalty and chose to fight for their country instead. They joined their nations' armies to fight each other—not the capitalists. Lenin said that the war would help capitalists profit while workers suffered. He urged that Communists "transform the imperialist war into a civil war."

As the war continued, the Russian people suffered terribly. In March 1917, hungry, angry workers and soldiers overthrew the czar. Lenin and his supporters won permission from Germany to travel through German lands back to Russia.

Lenin accepted the new temporary government but said that it was not revolutionary enough. He urged that power go to the soviets, which were councils of workers set up in many cities. His position grew dangerous. He was branded a German agent and was forced to live in hiding in Finland. From that base, he issued a stream of writings urging immediate Russian withdrawal from the war and for the government to give land and bread to the people. These cries gained popularity. In late October, he returned to Russia, disguised for his safety. He persuaded the party's leaders that it was time to overthrow the provisional government but watched with alarm as no steps were taken. Finally, on November 7, 1917, the Bolsheviks overthrew the temporary government. The soviets chose the 47-year-old Lenin as their leader.

Lenin quickly made peace with Germany, giving up large chunks of Russian territory. A civil war, though, still raged in Russia between the Bolsheviks and their opponents. However, Lenin's leadership ensured that the new government would survive.

With peace came the question of how to rule the new state. The country was named the Union of Soviet Socialist Republics, and the Bolsheviks renamed themselves the Communist Party. In Lenin's last years, he struggled to prevent Stalin from gaining power. Lenin became ill and died in 1924.

## Questions

1. **Drawing Conclusions** What is the danger of Lenin's idea of party leadership?
2. **Making Inferences** Why did the Germans allow Lenin and his associates to return to Russia?
3. **Determining Main Ideas** What obstacles did Lenin have to overcome to achieve his revolution?





## HISTORYMAKERS

# Jiang Jieshi

## *Twentieth-Century Confucian*

## Section 3

*"[Jiang was] a man with a compelling sense of public responsibility and an unquenchable thirst for personal power."—Historian Pichon P. Y. Loh*

Political heir to the Nationalist Party leader Sun Yixian, Jiang Jieshi managed to secure Sun's goal of unifying China. Spiritual heir to the ancient philosopher Confucius, Jiang could not reinstate Confucian values, and his power melted in the face of communism.

Born in 1887, Jiang Jieshi, also known as Chiang Kai-shek, was the son of a salt merchant who died when Jiang was only nine years old. His mother wanted him to have a reverence for the ancient values of Confucius and to live up to high expectations. "I do not expect you to secure wealth or a high position in government but to render loyal service to your country and to maintain the reputation of your ancestors," she said. Those ancestors, she told him, included Tan, duke of Chou, a legendary leader of ancient China.

Jiang began military training in 1906, which took place partly in Japan. He learned personal discipline and control, values that fit with Confucian teaching. In Japan he also joined an existing group of Chinese rebels. These young revolutionaries had two goals: to overthrow the foreign Qing Dynasty and to form a republic. When this revolution broke out in 1912, Jiang hurried back to China to fight. He built a close relationship with Sun Yixian, the leader, and by 1923 was his chief of staff.

Sun died in 1925, and Jiang faced three major challenges. First, the Nationalist Party still had not won control of China. Warlords dominated many areas. Second, factions split the Nationalists, as different leaders maneuvered to take Sun's place. Third, the influence of Chinese Communists was growing. Nevertheless, Jiang skillfully forced a competitor for leadership to retire. Then he jailed many Communists—including future Chinese leader Mao Zedong. However, Jiang did not completely suppress them. As a result, he was able to continue receiving aid from the Soviet Union.

In 1927, Jiang achieved three major successes. He launched the Great Northern Expedition, giving him control of southern, eastern, and western China. More secure, he finally expelled the Communists from the party. He also married Song

Meiling, member of a family of Chinese business people.

Jiang hoped to instill his own discipline in China. He launched the "New Life Movement" that aimed to reintroduce Confucian values. However, his program could never be completed. Conflict with the Communists continued, and in 1931 Japan invaded the northern province of Manchuria. Jiang avoided fighting the Japanese, focusing on the Communists instead. Then in 1936, one of his commanders kidnapped him and forced him to agree to join with the Communists against Japan.

In the beginning of that war, Jiang enjoyed wide popularity, but over time he lost it. He received military and financial aid from the United States but continued his policy of avoiding combat with Japan. He preserved his equipment for the coming battle with the Communists and let them do the bulk of the fighting. His army became soft, and the Communist troops became battle-hardened. The Communists won support with their fighting and their promises to give land to the peasants.

After World War II ended, both sides resumed their conflict. The United States tried to broker a settlement, but Jiang and the Communists could not agree. In 1949, the Nationalists lost to the Communists, and Jiang and his followers fled to the island of Taiwan. He ruled until his death in 1975, living a quiet life, promoting Confucian values, and guarding Taiwan's standing as the "true" China. In his last years, though, the United States warmed relations with Communist China. In 1971, he saw the United States allow the United Nations vote that took away Taiwan's seat in the UN and gave it to Communist China.

## Questions

- Following Chronological Order** Make a time line of Jiang's life.
- Determining Main Ideas** What two things did Jiang's mother teach him as a boy?
- Analyzing Causes and Recognizing Effects** Why did Jiang lose popular support and the Communists gain it?

CHAPTER  
**30**

## Section 4

## CONNECTIONS ACROSS TIME AND CULTURES

*Nationalist Revolutions in Latin America and Asia***THEMATIC CONNECTION:**  
**REVOLUTION**

*Social unrest and Enlightenment ideas sparked nationalist revolutions throughout Latin America during the early 19th century. How do these revolutionary movements compare with nationalist revolutions in India and Southwest Asia some 100 years later? Review the information in Chapters 24 and 30 and then answer the questions.*

1. During the 1800s, Creoles living in Latin America were educated in Europe.

Inspired by Enlightenment ideas, they returned home and spearheaded independence movements. What role did Indians who were educated in Britain play in the movement for the independence of India? \_\_\_\_\_

2. Creole aristocrats resented how Spanish viceroys treated them unjustly, suppressing many of their rights. How did Western-educated Indians view their treatment by the British? \_\_\_\_\_

3. Napoleon's conquest of Spain in 1808 triggered nationalist revolts in Spanish colonies.

a. How did the war in Europe affect Indian nationalism? \_\_\_\_\_

b. How did changes in Europe after World War I spur the rise of nationalism in Southwest Asia? \_\_\_\_\_

4. Led by Simón Bolívar and José de San Martín, South American countries achieved independence through military victories over Spanish forces. Military victories also led to independence for Turkey and Persia. India, however, used civil disobedience and nonviolence as vehicles for change. What factors might account for the different strategies used to achieve independence? \_\_\_\_\_

5. Independence brought disunity and increased poverty to Latin America. What problems did India face as it moved toward total independence from Britain? \_\_\_\_\_

**CHAPTER**  
**30****Section 1****RETEACHING ACTIVITY** *Revolutions in Russia*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer(s) in the blank.

- |                                                                                                  |                           |
|--------------------------------------------------------------------------------------------------|---------------------------|
| _____ 1. Czar who turned Russia into a police state                                              | A. Bloody Sunday          |
| _____ 2. Under Russian Marxism, the group of workers who would rule the country                  | B. Bolsheviks             |
| _____ 3. Radical Marxist group willing to sacrifice everything for change                        | C. provisional government |
| _____ 4. Main leader of the Bolsheviks                                                           | D. Soviets                |
| _____ 5. Another name for the Revolution of 1905 in St. Petersburg                               | E. Leon Trotsky           |
| _____ 6. Alleged healer who Czarina Alexandra allowed to make decisions in Nicholas II's absence | F. Lenin                  |
| _____ 7. Another term for temporary government                                                   | G. Communist Party        |
| _____ 8. In Russia, local councils consisting of workers, peasants, and soldiers                 | H. Alexander III          |
| _____ 9. Revolutionary leader who commanded the Bolshevik Red Army                               | I. Rasputin               |
| _____ 10. New name for the Bolsheviks after the revolution                                       | J. proletariat            |

**CHAPTER**  
**30****Section 2****RETEACHING ACTIVITY*****Totalitarianism***  
***Case Study: Stalinist Russia***

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. Lenin's successor, who worked to control every aspect of life in the Soviet Union, was</p> <ul style="list-style-type: none"><li>a. Joseph Stalin.</li><li>b. Leon Trotsky.</li><li>c. Nicholas II.</li><li>d. Rasputin.</li></ul> <p>_____ 2. A government that takes total, centralized control over all aspects of public and private life is an example of</p> <ul style="list-style-type: none"><li>a. dictatorship.</li><li>b. monarchy.</li><li>c. totalitarianism.</li><li>d. socialism.</li></ul> <p>_____ 3. Totalitarian leaders used all of the following methods of control <i>except</i></p> <ul style="list-style-type: none"><li>a. propaganda.</li><li>b. indoctrination.</li><li>c. censorship.</li><li>d. free elections.</li></ul> <p>_____ 4. Stalin's campaign of terror designed to eliminate anyone who threatened his power was called</p> <ul style="list-style-type: none"><li>a. a pogrom.</li><li>b. the Great Purge.</li><li>c. the Terror.</li><li>d. the Russian Revolution.</li></ul> | <p>_____ 5. A group of officially-sponsored atheists who spread propaganda attacking religion was the</p> <ul style="list-style-type: none"><li>a. Bolshevik Party.</li><li>b. Red Army.</li><li>c. Great Purge.</li><li>d. League of the Militant Godless.</li></ul> <p>_____ 6. A system in which the government makes all economic decisions is called</p> <ul style="list-style-type: none"><li>a. a command economy.</li><li>b. a dictatorship.</li><li>c. a totalitarian economy.</li><li>d. communism.</li></ul> <p>_____ 7. Stalin's proposals for the development of the Soviet Union's economy were called</p> <ul style="list-style-type: none"><li>a. economic blueprints.</li><li>b. Ten-Year Plans.</li><li>c. Five-Year Plans.</li><li>d. command economics.</li></ul> <p>_____ 8. The agricultural revolution in the USSR combined privately-owned farms into large, government-owned farms called</p> <ul style="list-style-type: none"><li>a. communist collectives.</li><li>b. collective farms.</li><li>c. experimental farms.</li><li>d. plantations.</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CHAPTER**  
**30****Section 3****RETEACHING ACTIVITY** *Imperial China Collapses*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. In the early 1900s, China experienced an inner conflict between modernization and adhering to the traditional ways.  
\_\_\_\_\_
- \_\_\_\_\_ 2. The Kuomintang, or Nationalist Party, was against modernization and nationalization.  
\_\_\_\_\_
- \_\_\_\_\_ 3. As president of the new republic, Sun Yixian wanted to increase foreign control in the county, support democracy, and ensure economic security for all Chinese people.  
\_\_\_\_\_
- \_\_\_\_\_ 4. The May Fourth Movement was a reaction against the terms of the Treaty of Versailles, in which Allied leaders gave Japan territories China had expected to receive.  
\_\_\_\_\_
- \_\_\_\_\_ 5. Mao Zedong was one of the founders of the Chinese Communist Party.  
\_\_\_\_\_
- \_\_\_\_\_ 6. Sun Yixian and the Communist Party set up a government in south China.  
\_\_\_\_\_
- \_\_\_\_\_ 7. Jiang Jieshi headed the Kuomintang after Sun Yixian died in 1925.  
\_\_\_\_\_
- \_\_\_\_\_ 8. Mao Zedong became president of the Nationalist Republic of China in 1928.  
\_\_\_\_\_
- \_\_\_\_\_ 9. The “Long March” refers to the 6,000-mile flight of the Chinese Communists from the Nationalist forces  
\_\_\_\_\_
- \_\_\_\_\_ 10. The Japanese invasion of China forced a temporary truce between Mao’s and Jiang’s forces.  
\_\_\_\_\_



CHAPTER  
**30**  
Section 4

**RETEACHING ACTIVITY***Nationalism in India  
and Southwest Asia*

**Sentence Completion** Select the name or term that best completes the sentence.  
Write the name or term in the blank.

Amritsar Massacre  
Salt March  
Mustafa Kemal  
Government of India Act  
Abd al-Aziz Ibn Saud  
Muslim League

Indian National Congress  
civil disobedience  
Rowlatt Acts  
Reza Shah Pahlavi  
Mohandas K. Gandhi

1. Two groups committed to ridding India of foreign rule: \_\_\_\_\_  
\_\_\_\_\_
2. Laws passed by Britain that allowed the government to jail Indian protesters without trial for as long as two years: \_\_\_\_\_
3. The killing of nearly 400 Indians who were protesting the Rowlatt Acts: \_\_\_\_\_
4. Leader of the independence movement in India: \_\_\_\_\_
5. The deliberate and public refusal to obey an unjust law: \_\_\_\_\_  
\_\_\_\_\_
6. Peaceful protest march to the seacoast led by Gandhi: \_\_\_\_\_  
\_\_\_\_\_
7. 1935 law that provided for limited democratic elections but not total independence in India: \_\_\_\_\_
8. Brilliant commander who led Turkish nationalists in fighting back the Greeks and their British backers: \_\_\_\_\_
9. Persian leader who changed the country's name to Iran: \_\_\_\_\_  
\_\_\_\_\_
10. Member of a once-powerful Arabian family who began a campaign to unify Arabia: \_\_\_\_\_

CHAPTER  
**31**

GUIDED READING *Postwar Uncertainty*

Section 1

**A. Summarizing** As you read this section, take notes to answer questions about new ideas and lifestyles that developed during the 1920s.

| How did the following challenge deeply rooted ideas and traditions? |                        |                   |               |
|---------------------------------------------------------------------|------------------------|-------------------|---------------|
| 1. Theory of relativity                                             | 2. Freudian psychology | 3. Existentialism | 4. Surrealism |
|                                                                     |                        |                   |               |

| How did the following demonstrate the independent spirit of the times? |          |
|------------------------------------------------------------------------|----------|
| 5. Jazz                                                                | 6. Women |
|                                                                        |          |

| How did the following change ways of life? |              |          |            |
|--------------------------------------------|--------------|----------|------------|
| 7. Automobiles                             | 8. Airplanes | 9. Radio | 10. Movies |
|                                            |              |          |            |

**B. Clarifying** On the back of this paper, identify each of the following:

Albert Einstein      Sigmund Freud      Friedrich Nietzsche      Charles Lindbergh



**CHAPTER**  
**31****GUIDED READING** *A Worldwide Depression***Section 2**

**A. Analyzing Causes and Recognizing Effects** As you read about postwar Europe and the global depression, note one or more reasons for each of the following developments.

1. In new postwar democracies, there were frequent changes in government.

2. In Germany, the Weimar Republic was weak from the start.

3. Postwar Germany suffered from severe economic inflation.

4. The United States had a flawed economy.

5. On October 29, 1929, the U.S. stock market crashed.

6. A long depression followed the crash in the United States.

7. Collapse of the U.S. economy affected countries worldwide.

8. In Britain, the National Government rescued the economy.

9. In France, the Popular Front was formed as a coalition government.

10. Socialist governments in Scandinavian countries dealt with the economic crisis successfully.

**B. Summarizing** On the back of this paper, explain how **Franklin D. Roosevelt** and his **New Deal** reformed the American economic system.

CHAPTER  
**31**

GUIDED READING *Fascism Rises in Europe*

Section 3

**A. Analyzing Causes and Recognizing Effects** As you read about Fascist policies, note some of the causes and effects of the event identified.

| Causes | Event                                                                   | Effects |
|--------|-------------------------------------------------------------------------|---------|
|        | 1. Mussolini gains popularity.                                          |         |
|        | 2. King Victor Emmanuel III puts Mussolini in charge of the government. |         |
|        | 3. Hitler is chosen leader of the Nazi party.                           |         |
|        | 4. Hitler is tried for treason and sentenced to prison.                 |         |
|        | 5. President Paul von Hindenburg names Hitler chancellor in 1933.       |         |
|        | 6. Hitler has books burned in huge bonfires.                            |         |
|        | 7. Nazis pass laws depriving Jews of their rights.                      |         |

**B. Clarifying** On the back of this paper, identify or define each of the following:

fascism

Nazism

*Mein Kampf*

*lebensraum*

CHAPTER  
**31**

GUIDED READING *Aggressors Invade Nations*

Section 4

**A. Drawing Conclusions** As you read this section, take notes to answer the questions based on the time line.

|      |                                                                         |   |                                                                                                                |
|------|-------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------|
| 1931 | Japan invades Manchuria.                                                | → | 1. Why did the Japanese invade Manchuria?                                                                      |
|      |                                                                         |   | 2. Why did Britain and France take no action against Italian aggression?                                       |
| 1935 | Mussolini invades Ethiopia.                                             | ↗ | 3. Why did isolationists want these laws passed?                                                               |
|      | U.S. Congress passes first of three Neutrality Acts.                    | → |                                                                                                                |
| 1936 | German troops move into the Rhineland.                                  | → | 4. What were some effects of appeasing Hitler after his invasion of the Rhineland?                             |
|      |                                                                         |   | 5. What were the immediate results of this invasion?                                                           |
| 1937 | Japan invades China.                                                    | → |                                                                                                                |
|      | Hitler plans to absorb Austria and Czechoslovakia into the Third Reich. |   | 6. Why was the Munich Conference unsuccessful?                                                                 |
| 1938 | Munich Conference is held.                                              | ↗ | 7. How did other countries help Franco's Nationalist forces bring about the collapse of Republican resistance? |
| 1939 | Franco becomes Spanish dictator.                                        | ↗ | 8. Why did Stalin sign an agreement with Fascist Germany, once a bitter enemy?                                 |
|      | Germany and Russia sign a nonaggression pact.                           | → |                                                                                                                |

**B. Clarifying** On the back of this paper, explain how each of the following contributed to the march of aggression:

appeasement

Axis Powers

isolationism

Third Reich

**BUILDING VOCABULARY** *Years of Crisis*

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The philosophy that life has no universal meaning and that individuals create their own meaning is called (a) surrealism (b) existentialism (c) fascism.
2. The American pilot who flew nonstop across the Atlantic in 33 hours in 1927 was (a) Francisco Franco (b) Franklin D. Roosevelt (c) Charles Lindbergh.
3. The democratic government set up in Germany in 1919 was called the (a) Third Reich (b) coalition government (c) Weimar Republic.
4. The militant political movement that arose in Italy after World War I and emphasized loyalty to the state and obedience to its leader was (a) Nazism (b) fascism (c) isolationism.
5. The German-born physicist who proposed the theory of relativity was (a) Albert Einstein (b) Sigmund Freud (c) Benito Mussolini.

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. Friedrich Nietzsche was a German philosopher who found fault with Western ideas of democracy and progress and urged a return to such ancient heroic values as pride, assertiveness, and strength.  
\_\_\_\_\_
- \_\_\_\_ 2. U.S. President Franklin D. Roosevelt began a program of government spending called the New Deal in an effort to end the Great Depression of the 1930s.  
\_\_\_\_\_
- \_\_\_\_ 3. The theory of relativity states that the speed of light, motion, and time are all relative.  
\_\_\_\_\_
- \_\_\_\_ 4. When German troops invaded the Rhineland in 1936, the British urged appeasement, which means firmly confronting an aggressor.  
\_\_\_\_\_
- \_\_\_\_ 5. The Munich Conference was a meeting in 1938 in which Britain and France agreed that Hitler could take the Czech territory called the Sudetenland.  
\_\_\_\_\_

**C. Writing** Write a brief summary of the early political career and beliefs of Adolf Hitler using the following terms.

fascism      Adolf Hitler      Nazism      *Mein Kampf*      *lebensraum*

CHAPTER  
**31**

Section 2

**SKILLBUILDER PRACTICE** *Identifying Problems*

*To identify problems in history, find and summarize the difficulties a group of people faced at a certain time. By pointing out and explaining problems, you can develop a thorough understanding of the situation. During the Great Depression, Franklin Roosevelt was elected president of the United States. The excerpt below is from a campaign speech Roosevelt delivered on September 23, 1932. As you read the speech, identify the problems in American society that Roosevelt saw. Remember that problems can be directly stated or implied. Then complete the activity that follows. (See Skillbuilder Handbook.)*

A glance at the situation today only too clearly indicates that quality of opportunity, as we have known it, no longer exists. Our industrial plant is built; the problem just now is whether under existing conditions it is not overbuilt.

Our last frontier has long since been reached, and there is practically no more free land. . . . There is no safety valve in the form of a Western prairie, to which those thrown out of work by Eastern economic machines can go for a new start. . . .

Recently a careful study was made of the concentration of business in the United States. It showed that our economic life was dominated by some six hundred odd corporations, who controlled two-thirds of American industry. Ten million small business men divided the other third. More striking still, it appeared that if the process of concentration goes on at the same rate, at the end of another century we shall have all American industry controlled by a dozen corporations, and run by perhaps a hundred men. . . .

Clearly, all this calls for a re-appraisal of values. A mere builder of more industrial plants, a creator of more railroad systems, an organizer of more corporations, is as likely to be a danger as a help. . . .

Our task now is not discovery or exploitation of resources, or necessarily producing more goods. It is the soberer, less dramatic business of administering resources and plants already in hand, of seeking to re-establish foreign markets for our surplus production, of meeting the problem of underconsumption, of adjusting production to consumption, of distributing wealth and products more equitably, of adapting existing economic organizations to the service of the people. The day of enlightened administration has come.

*from Franklin D. Roosevelt, Address to the Commonwealth Club of San Francisco, September 23, 1932. Reprinted in the New York Times, September 24, 1932.*

Imagine that you are a news reporter covering the presidential campaign of 1932 for your radio station. Prepare a report of Roosevelt’s speech to deliver to your radio audience. In your report, summarize the problems the candidate stated directly or implied in his speech.

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CHAPTER  
**31**

Section 4

GEOGRAPHY APPLICATION: PLACE

# Spain During the 1930s

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

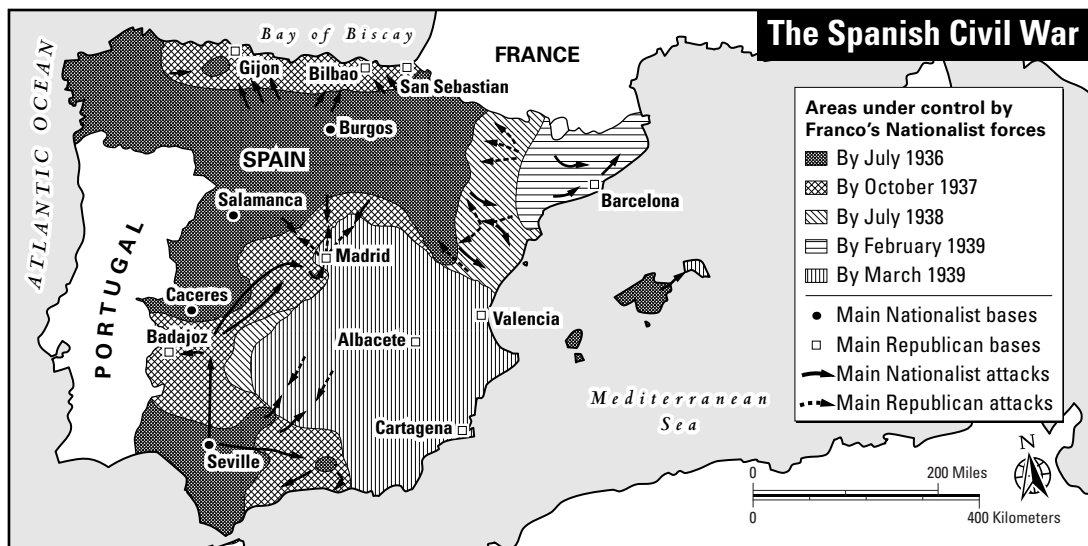
Spain experienced a decade of political turmoil in the 1930s. In 1931, Alfonso XIII, the last Spanish king, was dethroned in favor of a democratic government. That event launched a series of failed governments and a bloody civil war that would leave Spain in the hands of a Fascist dictator.

The democratic government attempted many long overdue reforms. For instance, it wrote laws that separated church and state and redistributed land from the rich to the poor. However, many poor people felt that they did not get enough land, while the wealthy felt that they had lost too much land. Amid turmoil, new elections were held in 1933 and a more conservative government took control.

In February of 1936, elections were held again. The liberal or Republican party defeated a conservative group supported by the military. In July, General Francisco Franco led a group called the Nationalists in a revolt against the newest republican government. The Republicans gathered their forces in defense, and a civil war followed. The government looked to the United States, France,

and Britain for supplies, soldiers, and weapons. However, those countries adhered to a strict policy of neutrality and also forbade other countries from intervening. Only the Soviet Union and volunteer groups in the United States and Europe helped the Republicans. On the other hand, Franco benefited from German and Italian troops, weapons, and supplies. The Italians sent over 50,000 soldiers. More than 600,000 people died in what was the most destructive war in Spanish history. The Republican forces held out for almost three years, but finally collapsed in 1939.

With Franco's victory, Spain operated as a Fascist state, but it remained neutral during World War II. It has been reported that Winston Churchill, the prime minister of Great Britain, secretly approved bribes of \$100 million to Spanish military officials to ensure that they would not side with Hitler. Spain could have undermined Britain's war effort by controlling shipping lanes in the Mediterranean Sea.



**Interpreting Text and Visuals**

1. At the start of the war, in what general areas did the Nationalists have their greatest strength?  
\_\_\_\_\_
2. Which side won control of Gijon and Bilbao during the war? When did that occur? \_\_\_\_\_  
\_\_\_\_\_
3. Name a city that fell to Franco's forces between July 1938 and February 1939. \_\_\_\_\_
4. By February 1939, what general area did the Republican forces still control? \_\_\_\_\_
5. Why do you think Franco's Nationalist forces were able to defeat the Republicans? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. According to territory acquired, what is the earliest date at which you would say that the Nationalist victory was assured? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. According to the map, around which city was there the most concentrated fighting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How did Great Britain reportedly keep Spain from actively participating in the Fascist cause in World War II? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



CHAPTER  
**31**

Section 1

**PRIMARY SOURCE** *from An Interview with  
Charles A. Lindbergh*

*At the age of 25, Charles A. Lindbergh made his historic flight from Long Island to France in about 33 hours. As you read part of an interview that Lindbergh gave after he arrived in Paris, think about how the public reacted to his accomplishment.*

Well, here I am in the hands of American Ambassador Herrick. From what I have seen of it, I am sure I am going to like Paris.

It isn't part of my plans to fly my plane back to the United States, although that doesn't mean I have finished my flying career. If I thought that was going to be the result of my flight across the Atlantic, you may be sure I would never have undertaken it. Indeed, I hope that I will be able to do some flying over here in Europe—that is, if the souvenir hunters left enough of my plane last night.

Incidentally, that reception I got was the most dangerous part of the whole flight. If wind and storm had handled me as vigorously as that Reception Committee of Fifty Thousand, I would never have reached Paris and I wouldn't be eating a 3-o'clock-in-the-afternoon breakfast here in Uncle Sam's Embassy.

There's one thing I wish to get straight about this flight. They call me "Lucky," but luck isn't enough. As a matter of fact, I had what I regarded and still regard as the best existing plane to make the flight from New York to Paris. I had what I regard as the best engine, and I was equipped with what were in the circumstances the best possible instruments for making such efforts. I hope I made good use of what I had.

That I landed with considerable gasoline left means that I had recalled the fact that so many flights had failed because of lack of fuel, and that was one mistake I tried to avoid. . . .

The only real danger I had was at night. In the daytime I knew where I was going, but in the evening and at night it was largely a matter of guesswork. However, my instruments were so good that I never could get more than 200 miles off my course, and that was easy to correct, and I had enough extra gasoline to take care of a number of such deviations. . . .

I appreciated the reception which had been prepared for me, and had intended taxiing up to the front of the hangars, but no sooner had my

plane touched the ground than a human sea swept toward it. I saw there was a danger of killing people with my propeller, and I quickly came to a stop.

That reception was the most dangerous part of the trip. Never in my life have I seen anything like that human sea. It isn't clear to me yet just what happened. Before I knew it I had been hoisted out of the cockpit, and one moment was on the shoulders of some men and the next moment on the ground.

It seemed to be even more dangerous for my plane than for me. I saw one man tear away the switch and another took something out of the cockpit. Then, when they started cutting pieces of cloth from the wings, I struggled to get back to the plane, but it was impossible. . . .

I look forward to the day when transatlantic flying will be a regular thing. It is a question largely of money. If people can be found willing to spend enough to make proper preparations, there is no reason why it can't be made very practical. . . .

I didn't bring any extra clothes with me. I am wearing a borrowed suit now. It was a case of clothes or gasoline, and I took the gasoline. I have a check on a Paris bank and am going to cash it tomorrow morning, buy shirts, socks, and other things. I expect to have a good time in Paris.

But I do want to do a little flying over here.

*from New York Times, May 23, 1927. Reprinted in Encyclopaedia Britannica, 1916–1928: World War and Prosperity, vol. 14 of The Annals of America (Chicago: Encyclopaedia Britannica, 1968), 557–561.*

## Research Options

1. **Using Research in Writing** If you could interview Lindbergh, what would you ask him about his flight? Jot down five questions and then look for answers in a history book or encyclopedia. Share your questions and answers with classmates.
2. **Comparing and Contrasting** Find out how the *Spirit of St. Louis* was similar to and different from airplanes of today. Make a chart based on your research and share it with classmates.



## Section 2

## PRIMARY SOURCE

# German Inflation

by Ernest Hemingway

*In the years following World War I, Germany faced an economic crisis. As a result of reparations payments and other economic problems, the value of the German mark plummeted. In 1922, for example, the exchange rate fell from 162 marks to the U.S. dollar to 7,000. In this excerpt, American author Ernest Hemingway describes economic conditions he observed in September 1922 while he was in Kehl, Germany, near the French border. According to Hemingway, what hardships did inflation cause for German people?*

‘Pardon me, sir,’ he said, rather timidly, in German, ‘how much were the apples?’  
I counted the change and told him 12 marks.  
He smiled and shook his head. ‘I can’t pay it. It is too much.’

He went up the street walking very much as white-bearded old gentlemen of the old regime walk in all countries, but he had looked very longingly at the apples. I wish I had offered him some. Twelve marks, on that day, amounted to a little under 2 cents. The old man, whose life’s savings were probably, as most of the non-profitier classes are, invested in German pre-war and war bonds, could not afford a 12 mark expenditure. He is a type of the people whose incomes do not increase with the falling purchasing value of the mark and the krone.

With marks at 800 to the dollar, or 8 to a cent, we priced articles in the windows of the different Kehl shops. Peas were 18 marks a pound, beans 16 marks; a pound of Kaiser coffee, there are still many ‘Kaiser’ brands in the German republic, could be had for 34 marks. Gersten coffee, which is not coffee at all but roasted grain, sold for 14 marks a pound. Flypaper was 150 marks a package. A scythe blade cost 150 marks, too, or 18½ cents! Beer was 10 marks a stein or 1¼ cents.

Because of the customs regulations, which are very strict on persons returning from Germany, the French cannot come over to Kehl and buy up all the cheap goods they would like to. But they can come over and eat. It is a sight every afternoon to see the mob that storms the German pastry shops and tea places. The Germans make very good pastries, wonderful pastries, in fact, that, at the present tumbling mark rate, the French of Strasburg can buy for a less amount apiece than the smallest French coin, the one sou piece. This miracle of exchange makes a swinish spectacle where the youth of the town of Strasburg crowd into the

German pastry shop to eat themselves sick and gorge on fluffy, cream-filled slices of German cake at 5 marks the slice. The contents of a pastry shop are swept clear in half an hour.

In a pastry shop we visited, a man in an apron, wearing blue glasses, appeared to be the proprietor. He was assisted by a typical ‘boche’-looking German with close-cropped head. The place was jammed with French people of all ages and descriptions, all gorging cakes, while a young girl in a pink dress, silk stockings, with a pretty, weak face and pearl ear-rings in her ears took as many of their orders for fruit and vanilla ices as she could fill.

She didn’t seem to care very much whether she filled the orders or not. There were soldiers in town and she kept going over to look out of the window.

The proprietor and his helper were surly and didn’t seem particularly happy when all the cakes were sold. The mark was falling faster than they could bake.

Ernest Hemingway in William White, ed., *By-Line: Ernest Hemingway* (New York: Collins, 1967). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon, 1987), 499–501.

## Research Options

### Analyzing Information

1. Use the Internet, a newspaper, or a local bank to find the current exchange rate of the euro (the currency used in Germany today) to the U.S. dollar. If Hemingway saw the same prices for goods in German shop windows today, how much would they cost in U.S. dollars and cents?
2. Use research tools to find out more about inflation. What countries have faced rapid inflation in recent years? What causes inflation? Why is inflation a problem? What can a government do to slow inflation? Share your information with classmates.

CHAPTER  
**31**

Section 3

PRIMARY SOURCE *Kristallnacht*  
by Eric Lucas

*On November 9, 1938, Nazis violently attacked Jewish homes, businesses, and synagogues in Germany and killed about 100 Jews. Michael Lucas, a butcher in the small community of Hoengen, witnessed the destruction of a synagogue. In this account, Lucas's nephew Eric recounts the desecration that his uncle observed. How did Michael Lucas react to the violent attack?*

After a while, the stormtroopers were joined by people who were not in uniform; and suddenly, with one loud cry of “Down with the Jews,” the gathering outside produced axes and heavy sledgehammers. They advanced towards the little synagogue which stood in Michael’s own meadow, opposite his house. They burst the door open, and the whole crowd, by now shouting and laughing, stormed into the little house of God.

Michael, standing behind the tightly drawn curtains, saw how the crowd tore the Holy Ark wide open; and three men who had smashed the Ark threw the Scrolls of the Law of Moses out. He threw them—these Scrolls, which had stood in their quiet dignity, draped in blue or wine-red velvet, with their little crowns of silver covering the tops of the shafts by which the Scroll was held during the service—to the screaming and shouting mass of people which had filled the little synagogue.

The people caught the Scrolls as if they were amusing themselves with a ball-game—tossing them up in the air again, while other people flung them further back until they reached the street outside. Women tore away the red and blue velvet and everybody tried to snatch some of the silver adorning the Scrolls.

Naked and open, the Scrolls lay in the muddy autumn lane; children stepped on them and others tore pieces from the fine parchment on which the Law was written—the same Law which the people who tore it apart had, in vain, tried to absorb for over a thousand years.

When the first Scroll was thrown out of the synagogue, Michael made a dash for the door. . . . The stormtroopers, who still stood outside the house watching with stern faces over the tumultuous crowd which obeyed their commands without really knowing it, would have shot the man, quietly, in an

almost matter of fact way. Michael’s wife, sensing the deadly danger, clung to him, imploring him and begging him not to go outside. Michael tried to fling her aside, but only her tenacious resistance brought him back to his senses. He stood there, in the small hall behind the front door, looking around him for a second, as if he did not know where he was. Suddenly, he leaned against the wall, tears streaming from his eyes, like those of a little child.

After a while, he heard the sound of many heavy hammers outside. With trembling legs he got up from his chair and looked outside once more. Men had climbed on to the roof of the synagogue, and were hurling the tiles down, others were cutting the cross beams as soon as they were bare of cover. It did not take long before the first heavy grey stones came tumbling down, and the children of the village amused themselves flinging stones into the multi-coloured windows.

When the first rays of a cold and pale November sun penetrated the heavy dark clouds, the little synagogue was but a heap of stone, broken glass and smashed-up woodwork.

Eric Lucas, “The Sovereigns,” quoted in Martin Gilbert *The Holocaust* (New York: Collins, 1986). Reprinted in Anthony Read and David Fisher, *Kristallnacht: The Nazi Night of Terror* (New York: Random House, 1989), 106–107.

## Discussion Questions

### Clarifying

1. According to Michael Lucas, who took part in the destruction of the synagogue?
2. What did the crowd of people do inside the synagogue?
3. **Making Inferences** What was the mood of the Germans who took part in the destruction of the synagogue?



## Section 4

## PRIMARY SOURCE

# The Bombing of Guernica

by Noel Monks

*On April 26, 1937, during the Spanish Civil War, Nazi planes launched a massive air attack on Guernica, a town in north-central Spain. Noel Monks, a British foreign correspondent, was an eyewitness to the aftermath of the bombing. As you read part of his account, think about what happened as a result of the air attack.*

We'd eaten our first course of beans and were waiting for our bully beef when a government official, tears streaming down his face, burst into the dismal dining room crying, "Guernica is destroyed. The Germans bombed and bombed and bombed."

The time was about 9.30 p.m. Captain Roberts banged a huge fist on the table and said, "Bloody swine." Five minutes later I was in one of Mendiguren's limousines speeding towards Guernica. We were still a good ten miles away when I saw the reflection of Guernica's flames in the sky. As we drew nearer, on both sides of the road, men, women and children were sitting, dazed. I saw a priest in one group. I stopped the car and went up to him. "What happened, Father?" I asked. His face was blackened, his clothes in tatters. He couldn't talk. He just pointed to the flames, still about four miles away, then whispered, "*Aviones . . . bombas . . . mucho, mucho.*"

In the good "I" tradition of the day, I was the first correspondent to reach Guernica, and was immediately pressed into service by some Basque soldiers collecting charred bodies that the flames had passed over. Some of the soldiers were sobbing like children. There were flames and smoke and grit, and the smell of burning human flesh was nauseating. Houses were collapsing into the inferno.

In the Plaza, surrounded almost by a wall of fire, were about a hundred refugees. They were wailing and weeping and rocking to and fro. One middle-aged man spoke English. He told me, "At four, before the market closed, many aeroplanes came. They dropped bombs. Some came low and shot bullets into the streets. Father Aronategui was wonderful. He prayed with the people in the Plaza while the bombs fell." The man had no idea who I

was, as far as I know. He was telling me what had happened to Guernica.

Most of Guernica's streets began or ended at the Plaza. It was impossible to go down many of them, because they were walls of flame. Debris was piled high. I could see shadowy forms, some large, some just ashes. I moved round to the back of the Plaza among survivors. They had the same story to tell, aeroplanes, bullets, bombs, fire.

Within twenty-four hours, when the grim story was told to the world, Franco was going to brand these shocked, homeless people as liars. So-called British experts were going to come to Guernica, weeks afterwards, when the smell of burnt human flesh had been replaced by petrol dumped here and there among the ruins by Mola's men, and deliver pompous judgements: "Guernica was set on fire wilfully by the Reds [Communists]."

*from Noel Monks, Eyewitness (New York: Macmillan, 1955). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 520–521.*

## Activity Options

1. **Analyzing Causes and Recognizing Effects** Make a cause-and-effect chart to illustrate what happened to the town of Guernica during the Spanish Civil War. Share your chart with classmates.
2. **Developing Historical Perspective** Keep in mind that General Francisco Franco and the Nationalists received help from Italy and Germany, and the Republicans were supported by the Soviet Union. Write a press release—a statement to the press—about the bombing of Guernica from the Nationalist point of view.



CHAPTER  
**31**

LITERATURE SELECTION *from This Side of Paradise*  
by F. Scott Fitzgerald

Section 1

*This Side of Paradise, the first novel by American author F. Scott Fitzgerald, appeared in 1920 and was an immediate success. Fitzgerald captured the cynicism, doubt, and disillusionment that followed World War I. How does the main character, Amory Blaine, feel that the war affected his generation?*

“Why shouldn’t you be bored,” yawned Tom. “Isn’t that the conventional frame of mind for the young man of your age and condition?”

“Yes,” said Amory speculatively, “but I’m more than bored; I am restless.”

“Love and war did for you.”

“Well,” Amory considered, “I’m not sure that the war itself had any great effect on either you or me—but it certainly ruined the old backgrounds, sort of killed individualism out of our generation.”

Tom looked up in surprise.

“Yes it did,” insisted Amory. “I’m not sure it didn’t kill it out of the whole world. Oh, Lord, what a pleasure it used to be to dream I might be a really great dictator or writer or religious or political leader—and now even a Leonardo da Vinci or Lorenzo de Medici couldn’t be a real old-fashioned bolt in the world. Life is too huge and complex. The world is so overgrown that it can’t lift its own fingers, and I was planning to be such an important finger—”

“I don’t agree with you,” Tom interrupted.

“There never were men placed in such egotistic positions since—oh, since the French Revolution.”

Amory disagreed violently.

“You’re mistaking this period when every nut is an individualist for a period of individualism. Wilson has only been powerful when he has represented; he’s had to compromise over and over again. Just as soon as Trotsky and Lenin take a definite, consistent stand they’ll become two-minute figures like Kerensky.<sup>1</sup> Even Foch<sup>2</sup> hasn’t half the significance of Stonewall Jackson.<sup>3</sup> War used to be the most individualistic pursuit of man, and yet the popular heroes of the war had neither authority nor responsibility: Guynemer and Sergeant York.<sup>4</sup> How could a schoolboy make a hero of Pershing<sup>5</sup>? A big man has no time really to do anything but just sit and be big.”

“Then you don’t think there will be any more permanent world heroes?”

“Yes—in history—not in life. Carlyle<sup>6</sup> would

have difficulty getting material for a new chapter on ‘The Hero as a Big Man.’”

“Go on. I’m a good listener to-day.”

“People try so hard to believe in leaders now, pitifully hard. But we no sooner get a popular reformer or politician or soldier or writer or philosopher—a Roosevelt, a Tolstoi, a Wood, a Shaw, a Nietzsche, than the cross-currents of criticism wash him away. My Lord, no man can stand prominence these days. It’s the surest path to obscurity. People get sick of hearing the same name over and over.”

“Then you blame it on the press?”

“Absolutely. Look at you; you’re on The New Democracy, considered the most brilliant weekly in the country, read by the men who do things and all that. What’s your business? Why, to be as clever, as interesting, and as brilliantly cynical as possible about every man, doctrine, book, or policy that is assigned you to deal with. The more strong lights, the more spiritual scandal you can throw on the matter, the more money they pay you, the more the people buy the issue. You, Tom d’Invilliers, a blighted Shelley<sup>7</sup>, changing, shifting, clever, unscrupulous, represent the critical consciousness of the race. . . .

### Footnotes

1. **Kerensky:** Russian revolutionary.
2. **Foch:** World War I Commander in Chief.
3. **Stonewall Jackson:** U.S. Civil War general.
4. **Sergeant York:** American World War I hero.
5. **Pershing:** commander of U.S. forces during World War I.
6. **Carlyle:** British historian and essayist.
7. **Shelley:** English romantic poet.

### Discussion Questions

#### Clarifying

1. What is Amory Blaine’s opinion about how World War I affected his generation?
2. What dreams did Amory have before the war?
3. **Making Inferences** Amory insists that the war did not have a great effect on him. Do you agree? Why or why not?

**CHAPTER**  
**31****LITERATURE SELECTION****Poems**

by Bertolt Brecht

**Section 3**

*Bertolt Brecht (1898–1956) was a German playwright and poet in the years between the wars. Like other postwar writers, he was disillusioned by the violence and destruction caused by World War I. He strongly opposed the Nazis. Brecht wrote his poems and plays to criticize corruption, hypocrisy, and the abuse of power. What do the following poems say about the political climate of Germany during the crisis years?*

***Germany, You Blond Pale Creature***

Germany, you blond pale creature  
With wild clouds and a gentle brow  
What happened in your silent skies?  
You have become the carrion pit of Europe.

Vultures over you!  
Beasts tear your good body  
The dying smear you with their filth  
And their water  
Wets your fields. Fields!

How gentle your rivers once  
Now poisoned by purple anilin<sup>1</sup>  
With their bare teeth children root  
Your cereals up, they're  
Hungry.

But the harvest floats into the  
Stinking water.  
Germany, you blond pale creature  
Neverneverland. Full of  
Departed souls. Full of dead people.  
Nevermore nevermore will it beat—  
Your heart, which has gone  
Mouldy, which you have sold  
Pickled in chili saltpetre<sup>2</sup>  
In exchange  
For flags.

Oh carrion land, misery hole!  
Shame strangles the remembrance of you  
And in the young men whom  
You have not ruined  
America awakens.

***Song of the S.A. Man<sup>1</sup>***

My hunger made me fall asleep  
With a belly ache.  
Then I heard voices crying  
Hey, Germany awake!

Then I saw crowds of men marching:  
To the Third Reich, I heard them say.  
I thought as I'd nothing to live for  
I might as well march their way.

And as I marched, there marched beside me  
The fattest of that crew  
And when I shouted 'We want bread and work'  
The fat man shouted too.

The chief of staff wore boots  
My feet meanwhile were wet  
But both of us were marching  
Wholeheartedly in step.

I thought that the left road led forward  
He told me that I was wrong.  
I went the way that he ordered  
And blindly tagged along.

And those who were weak from hunger  
Kept marching, pale and taut  
Together with the well-fed  
To some Third Reich of a sort.

They told me which enemy to shoot at  
So I took their gun and aimed  
And, when I had shot, saw my brother  
Was the enemy they had named.

Now I know: over there stands my brother  
It's hunger that makes us one  
While I march with the enemy  
My brother's and my own.

So now my brother is dying  
By my own hand he fell  
Yet I know that if he's defeated  
I shall be lost as well.

**Report From Germany**

We learn that in Germany  
 In the days of the brown plague  
 On the roof of an engineering works suddenly  
 A red flag fluttered in the November wind  
 The outlawed flag of freedom!  
 In the grey mid-November from the sky  
 Fell rain mixed with snow  
 It was the 7th, though: day of the Revolution!<sup>1</sup>

And look! the red flag!

The workers stand in the yards  
 Shield their eyes with their hands and stare  
 At the roof through the flurries of icy rain.

Then lorries<sup>2</sup> roll up filled with stormtroopers  
 And they drive to the wall any who wear work  
     clothes  
 And with cords bind any fists that are calloused  
 And from the sheds after their interrogation  
 Stumble the beaten and bloody  
 Not one of whom has named the man  
 Who was on the roof.  
 So they drive away those who kept silent  
 And the rest have had enough.  
 But next day there waves again  
 The red flag of the proletariat  
 On the engineering works roof. Again  
 Thuds through the dead-still town  
 The stormtroopers' tread. In the yards  
 There are no men to be seen now. Only women  
 Stand with stony faces; hands shielding their  
     eyes, they gaze  
 At the roof through the flurries of icy rain.

And the beatings begin once more. Under  
     interrogation  
 The women testify: that flag  
 Is a bedsheet in which  
 We bore away one who died yesterday.  
 You can't blame us for the colour it is.  
 It is red with the murdered man's blood, you  
     should know.

from John Willett and Ralph Manheim, eds., *Bertolt Brecht  
 Poems 1913–1956* (New York; Methuen, 1976), 57–58;  
 191–192, and 245–246.

**Footnotes:****Germany, You Blond Pale Creature:**

1. **anilin:** oily, poisonous liquid used in manufacturing.
2. **saltpetre:** salt used in making gunpowder.

**Song of the S.A. Man:**

1. **S.A. Man:** member of the brown-shirted Nazi militia.

**Report From Germany:**

1. **the Revolution:** the Bolshevik Revolution in Russia.
2. **lorries:** trucks.

**Activity Options**

1. **Drawing Conclusions** With a group of your classmates, take turns reading these poems aloud. Then discuss the picture of postwar Germany that Brecht creates.
2. **Developing Historical Perspective** Pretend you are Brecht. Write a letter to a friend in which you express your opinions about Germany after World War I. Share your letter with classmates.



**CHAPTER**  
**31****HISTORYMAKERS****Sigmund Freud***Investigator of the Unconscious***Section 1**

*"I am actually not a man of science at all . . . I am nothing but a [conqueror] by temperament, an adventurer."—Sigmund Freud, to a friend*

Whether a man of science or adventurer, Sigmund Freud was a revolutionary. He did not originate the idea of the unconscious mind, but he showed that people were influenced by inner drives. He pointed both trained professionals and ordinary people to examine the human mind to understand their behavior.

Born in 1856, Freud enjoyed material comfort but had to contend with his father's emotional distance. While Freud was young, the family moved to Vienna, Austria. He grew up facing the anti-Semitism of society there. However, the barriers placed in the path of Jewish academics may have made it easier for him to branch out into new areas. Despite these troubles, he remained in Vienna almost all his life.

Freud studied medicine and focused on the mind. In his 30s, he became friends with another doctor. That physician was using a technique similar to hypnosis to help a troubled woman talk about her past and thus find some release for her emotional problems. Freud began similar work. The two doctors published a book in which Freud first used the term *psychoanalysis* to describe his method.

In 1896, Freud reached a personal crisis brought on by his father's death. He felt strong emotions, which he realized had long been repressed. To understand these feelings, he studied his own dreams. In 1899, he published his first major work, *The Interpretation of Dreams*. Aware that he was breaking new ground, he dated the book 1900. He argued that dreams are used by the mind to attain desires that are not met in conscious life. In order to understand the unconscious mind, a person's dreams must be deciphered.

As Freud treated patients with severe emotional problems, he refined his theory. He believed that many of these patients had difficulties related to their sexuality. This aspect of his theory came under violent attack from others.

Freud also further developed his methods for treatment and psychoanalysis. He began using a technique called free association in which he asked people to say whatever came to their minds. He thought this would reveal important inner conflicts.

He also devised a new setting for analysis. He thought patients could develop a strong attachment to their doctor, which could interfere with treatment. To prevent this, he had the patient lie on a couch without looking directly at the analyst. That person sat to the side and played the role of an objective listener.

In the early 1900s, Freud gathered a circle of followers, but many of them eventually broke with him to develop their own theories. Freud's views, though, dominated psychology for many years. He wrote books that showed how the secrets of the mind were revealed in slips of the tongue, in lapses of memory, in jokes, and in cultural institutions. He gave lectures that popularized his ideas. One of the first was a 1909 speech in Worcester, Massachusetts, which brought his psychology to the United States.

In the 1920s, Freud sharpened his thinking about the dynamics of the mind by identifying three forces that shaped behavior. First, the "id" is the infant's desire for pleasure, which requires immediate satisfaction. Second, the "ego" eventually develops and is a restraining force that tries to adapt the impulses of the id to the needs of reality. The third force is the "superego." This is the mind's adoption of society's moral standards.

In 1938, Nazi Germany seized Austria, and the aged Freud and his family were put under house arrest. Many of his writings were burned. However, several influential people managed to win his release. After signing a document stating that he had been treated well by the Nazis, he added in his own handwriting, "I can most warmly recommend the Gestapo [Nazis] to anyone."

**Questions**

1. **Clarifying** What is meant by *anti-Semitism*?
2. **Making Inferences** Why do you think Freud put the date of 1900 on *The Interpretation of Dreams*?
3. **Following Chronological Order** Outline the development of Freud's career.

**CHAPTER**  
**31****HISTORYMAKERS****Francisco Franco**  
*Cautious Dictator***Section 4***"You know how a thing will start, but not how it will end."—Franco, to a journalist*

Francisco Franco led a winning army, a successful revolt, and a long-lasting government. Yet he was a cautious man who avoided taking chances.

Franco was born in northwestern Spain. Four generations of Francos had served in the navy, but budget cutbacks prevented his enrollment. As a result, he entered the academy for the infantry and graduated as an officer at age 17.

In 1912, the 19-year-old Franco volunteered to fight rebels in Spanish Morocco because combat brought extra pay and a chance for promotion. He proved an able leader who was respected for his professionalism. When others went to town seeking entertainment, one officer recalled, "he used to stay in the barracks or in his tent with books and plans."

Franco's hard work and ability won advancement. He became the army's youngest captain in 1915 and, after receiving a near-fatal wound, a major in 1916. He returned to Morocco in 1920 as second-in-command of the Spanish Foreign Legion. Three years later, he became its full commander and led that elite unit to a victory that put an end to the Moroccan revolt. In 1926, at age 33, he returned to Spain a hero and the youngest general in Europe.

Franco's career was then caught in the turmoil of Spanish politics. In 1931, rebels, later known as Republicans, overthrew the Spanish king and proclaimed a republic. Franco was placed on inactive duty but did nothing to undermine the new government. When conservatives took control in 1933, he was placed on active duty again.

Republicans, supporters of the Spanish republic, and Nationalists, a more conservative movement, bitterly opposed each other. Their disagreements often produced street violence. When elections in early 1936 brought the Republicans to power, the chaos increased. Peasants seized crops or land from wealthy landowners, and workers struck. Franco asked the leaders to declare a state of emergency. He was ignored.

Other generals talked about taking control of the government, but Franco did not commit him-

self. His ability to command Spain's best fighting force made him strategically important, and his good reputation and fame were essential in winning the support of the Spanish people. Finally, on July 18, 1936, Franco issued a manifesto that proclaimed a revolt. He flew to Morocco and brought the army to Spain. In September, Franco was named as the overall commander and the head of the Nationalists.

The war took three long years. Both sides committed atrocities, and both sides used foreign aid. Franco won assistance from Germany and Italy. The Republicans received help from the Soviet Union. Franco accepted the support of the Spanish Fascists, but he made it clear that his government would remain in control. He won the war in 1939.

Franco soon faced a diplomatic challenge. His country was torn and weak from its long civil war, but Germany and Italy had now plunged into World War II. When Germany appeared to be winning, he almost joined on its side. However, he chose to keep Spain neutral. In 1943, as the tide turned, he broke diplomatic relations with Germany and Italy.

Nevertheless, the victorious allies were hostile to Spain after the war. Franco then moved to oust Spanish Fascists from power. The development of the Cold War between the United States and the Soviet Union also helped his position. He was now viewed as a valuable anti-Communist, and relations warmed between Spain and western Europe.

Franco ruled Spain until his death. In 1947, he declared Spain a monarchy, but he still ran the government. He officially named Juan Carlos, a member of the royal family, as his successor. When Franco died in 1975, Juan Carlos became king.

## Questions

1. **Clarifying** What details support the idea that Franco was cautious?
2. **Making Inferences** How does the quotation explain Franco's caution?
3. **Drawing Conclusions** How would you characterize Franco's relationship with the Fascist party?



## Section 3

## CONNECTIONS ACROSS TIME AND CULTURES

*Absolutism and Fascism***THEMATIC CONNECTION:**  
**POWER AND AUTHORITY**

*Beginning in the 17th century, kings and queens sought to rule as absolute monarchs in Europe. In the 20th century, Fascist leaders assumed dictatorial powers in Italy and Germany. How do the Fascist dictators Mussolini and Hitler compare with Louis XIV, Peter the Great, and other absolute monarchs? Use the information in Chapters 21 and 31 to answer the questions.*

1. The 17th century was a period of great upheaval in Europe. The decline of feudalism, constant religious and territorial conflicts, and rebellions of overtaxed peasants led monarchs to seek absolute power. What political and social crises led to the rise of fascism in the 1920s and 1930s? \_\_\_\_\_  
\_\_\_\_\_
2. Rulers can increase their own power by limiting the power of other institutions in society—the Church, representative government, the nobility, and political opponents. Absolute monarchs consolidated their power by limiting the power of the nobility, establishing royal bureaucracies and taking personal control of the central government, and bringing the Church under state control. How did Fascist leaders increase their own power? \_\_\_\_\_  
\_\_\_\_\_
3. Absolute monarchs sought to control economic affairs by giving tax benefits to expand trade and manufacturing and by creating new bureaucracies to control economic life. How did Fascist leaders take command of their countries' economies? \_\_\_\_\_  
\_\_\_\_\_
4. In an effort to control every aspect of society and the lives of citizens, absolute monarchs regulated religious worship, social gatherings, and other aspects of daily life. What steps did Fascist leaders take to control the lives of their citizens? \_\_\_\_\_  
\_\_\_\_\_
5. Absolute monarchs believed that the divine right of kings gave them authority to rule with unlimited power. What beliefs or principles did Fascist leaders use to justify their unlimited power? \_\_\_\_\_  
\_\_\_\_\_



## Section 1

RETEACHING ACTIVITY *Postwar Uncertainty*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer(s) in the blank.

- |                                                                                                                                                             |                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| _____ 1. Scientist who developed the theory of relativity                                                                                                   | A. existentialism       |
| _____ 2. Austrian physician whose theories of the unconscious mind weakened people's faith in reason                                                        | B. Albert Einstein      |
| _____ 3. Irish poet whose poem "The Second Coming" conveyed a sense of future struggles                                                                     | C. Igor Stravinsky      |
| _____ 4. Belief that there is no universal meaning to life and that each person creates his or her own meaning through choices                              | D. Charles Lindbergh    |
| _____ 5. German philosopher who urged a return to values of pride, assertiveness, and strength, and who had a great impact on politics in Italy and Germany | E. surrealism           |
| _____ 6. Inspired by Freud's theories, art movement that sought to link the world of dreams with real life                                                  | F. Charlie Chaplin      |
| _____ 7. Type of music with a lively, loose beat, developed in the United States mainly by African Americans                                                | G. Sigmund Freud        |
| _____ 8. Russian composer who moved away from traditional styles and used irregular rhythms and dissonances in his music                                    | H. jazz                 |
| _____ 9. American pilot who flew solo from New York to Paris in 1927                                                                                        | I. Friedrich Nietzsche  |
| _____ 10. English-born star of the silent screen whose little tramp character conveyed his comic genius                                                     | J. William Butler Yeats |
|                                                                                                                                                             | K. impressionism        |

**CHAPTER**  
**31****Section 2****RETEACHING ACTIVITY** *A Worldwide Depression*

**Determining Main Ideas** The following questions deal with the depression that began in the United States and spread throughout the world. Answer them in the space provided.

1. How did the unstable new democracies created after World War I contribute to economic insecurity? \_\_\_\_\_  
\_\_\_\_\_
2. What was a coalition government? \_\_\_\_\_
3. What were the weaknesses of Germany's Weimar Republic? \_\_\_\_\_  
\_\_\_\_\_
4. How did Germany recover from the inflation of 1923? \_\_\_\_\_  
\_\_\_\_\_
5. What were the conditions of the Kellogg-Briand pact? \_\_\_\_\_  
\_\_\_\_\_
6. What conditions contributed to the end of America's economic prosperity in the late 1920s? \_\_\_\_\_  
\_\_\_\_\_
7. What role did the stock market crash play in the collapse of the economy? \_\_\_\_\_  
\_\_\_\_\_
8. What were the global effects of the U.S. depression? \_\_\_\_\_  
\_\_\_\_\_
9. What steps did Great Britain take to deal with the economic crisis? \_\_\_\_\_  
\_\_\_\_\_
10. What programs did FDR institute to help the United States recover? \_\_\_\_\_  
\_\_\_\_\_



## Section 3

RETEACHING ACTIVITY *Fascism Rises in Europe*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

Adolf Hitler  
Benito Mussolini  
anti-Semitism  
Great Depression

Gestapo  
Nazi party  
*Mein Kampf*  
*Kristallnacht*

fascism  
propaganda  
Czechoslovakia  
Il Duce

1. The economic crisis called the \_\_\_\_\_ caused millions of people to lose faith in democratic governments.
2. \_\_\_\_\_ was a new, militant political movement that emphasized loyalty to the state and obedience to its leader.
3. The leader of the Fascist Party in Italy was \_\_\_\_\_.
4. After gaining control of the government, Mussolini took the title of \_\_\_\_\_.
5. Another name for the National Socialist German Workers' Party was \_\_\_\_\_.
6. \_\_\_\_\_ was the Nazi leader in Germany.
7. Hitler's book, \_\_\_\_\_, sets forth his beliefs that the Germans were a "master race" and that non-Aryans were inferior.
8. The Nazi secret police were known as the \_\_\_\_\_.
9. Hitler turned the press, radio, literature, painting, and film into tools of \_\_\_\_\_.
10. Hatred of Jews, or \_\_\_\_\_, was an important part of Nazi thinking.
11. \_\_\_\_\_ was the term used to describe the rampage of Nazi mobs against German Jews in November 1938.
12. In 1935, only one democracy, \_\_\_\_\_, remained in Europe.

**CHAPTER**  
**31****Section 4****RETEACHING ACTIVITY** *Aggressors Invade Nations*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The 1928 agreement among nations to avoid war was called</p> <ul style="list-style-type: none"><li>a. the disarmament agreement.</li><li>b. League of Nations.</li><li>c. the Kellogg-Briand Pact.</li><li>d. appeasement.</li></ul> <p>_____ 2. Japan turned to a militaristic government and kept as its head</p> <ul style="list-style-type: none"><li>a. Jiang Jieshi.</li><li>b. a coalition of advisers.</li><li>c. Emperor Hirohito.</li><li>d. a prominent general.</li></ul> <p>_____ 3. All of the following countries posed a threat to the League of Nations <i>except</i></p> <ul style="list-style-type: none"><li>a. Great Britain.</li><li>b. Germany.</li><li>c. Japan.</li><li>d. Italy.</li></ul> <p>_____ 4. As part of his dream of building an empire in Africa, in 1935 Mussolini ordered a massive invasion of</p> <ul style="list-style-type: none"><li>a. Somalia.</li><li>b. Eritrea.</li><li>c. Libya.</li><li>d. Ethiopia.</li></ul> | <p>_____ 5. Giving in to an aggressor in order to keep the peace is called</p> <ul style="list-style-type: none"><li>a. containment.</li><li>b. appeasement.</li><li>c. accommodation.</li><li>d. negotiation.</li></ul> <p>_____ 6. The alliance of Germany, Italy, and Japan came to be called</p> <ul style="list-style-type: none"><li>a. the Central Powers.</li><li>b. the Axis Powers.</li><li>c. the Allies.</li><li>d. the Triple Entente.</li></ul> <p>_____ 7. Spain's Fascist dictator was</p> <ul style="list-style-type: none"><li>a. Adolf Hitler.</li><li>b. Benito Mussolini.</li><li>c. Francisco Franco.</li><li>d. Joseph Stalin.</li></ul> <p>_____ 8. The belief that political ties to other countries should be avoided is called</p> <ul style="list-style-type: none"><li>a. nationalism.</li><li>b. nonaggression.</li><li>c. appeasement.</li><li>d. isolationism.</li></ul> <p>_____ 9. Another name for the German empire under the Fascists was the</p> <ul style="list-style-type: none"><li>a. Third Reich.</li><li>b. Nazi Party.</li><li>c. Second Reich.</li><li>d. Communist Party.</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



CHAPTER  
**32**

GUIDED READING *Hitler's Lightning War*

Section 1

**A. Following Chronological Order** As you read about war in Europe and North Africa, answer the questions about the time line.

|       |                                                                                               |                                                                          |
|-------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1939  |                                                                                               | 1. What did each leader gain from the secret agreement?                  |
| Aug.  | Hitler and Stalin sign a non-aggression pact.                                                 | 2. What strategy did Hitler use to conquer Poland?                       |
| Sept. | Hitler invades Poland.                                                                        | 3. What was Hitler's plan for conquering France?                         |
| 1940  |                                                                                               | 4. What happened at Dunkirk?                                             |
| April | Hitler invades Denmark and Norway.                                                            | 5. What was the outcome of the Battle of Britain?                        |
| June  | France surrenders.                                                                            | 6. What was the outcome of the fighting at Tobruk?                       |
| Sept. | German Luftwaffe begins bombing British cities.<br>Italy moves to seize Egypt and Suez Canal. | 7. How did Hitler's invasion compare with Napoleon's invasion of Russia? |
| 1941  |                                                                                               |                                                                          |
| Feb.  | Hitler sends Rommel to help Italian troops seize Egypt and the Suez Canal.                    |                                                                          |
| June  | Hitler invades the Soviet Union.                                                              |                                                                          |

**B. Clarifying** On the back of this paper, identify each of the following:

Winston Churchill

Charles de Gaulle

Atlantic Charter

**CHAPTER**  
**32****Section 2****GUIDED READING** *Japan's Pacific Campaign*

**A. Drawing Conclusions** As you read this section, answer the questions about the war in the Pacific.

**a. What happened?**

**b. What is the significance of the battle or attack?**

|                                     |          |
|-------------------------------------|----------|
| 1. Bombing of Pearl Harbor          | a.<br>b. |
| 2. Fall of Southeast Asian colonies | a.<br>b. |
| 3. Doolittle's raid on Japan        | a.<br>b. |
| 4. Battle of the Coral Sea          | a.<br>b. |
| 5. Battle of Midway                 | a.<br>b. |
| 6. Battle of Guadalcanal            | a.<br>b. |

**B. Summarizing** On the back of this paper, identify **Isoroku Yamamoto** and **Douglas MacArthur**.

CHAPTER  
**32**

GUIDED READING *The Holocaust*

Section 3

**A. Clarifying** As you read about the Holocaust, use the following questions to help summarize information in this section.

|                                                                                                                                                                                                                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>1. Who?</b></p> <p>Who were the victims of the Holocaust?</p> <p>Who were members of the “master race”?</p>                                                                                                  |  |
| <p><b>2. What?</b></p> <p>What were the Nuremberg Laws?</p> <p>What happened on the night of November 9, 1938?</p> <p>What was Hitler’s “final solution”?</p>                                                      |  |
| <p><b>3. Where?</b></p> <p>Where did German Jews try to migrate to find safety from Nazi terror?</p> <p>Where were Jews forced to live in German-controlled cities?</p> <p>Where were the concentration camps?</p> |  |
| <p><b>4. Why?</b></p> <p>Why did Hitler believe that Jews and other “subhumans” had to be exterminated?</p> <p>Why did the Germans build extermination camps?</p>                                                  |  |
| <p><b>5. When?</b></p> <p>When did the final stage of the Final Solution begin?</p>                                                                                                                                |  |
| <p><b>6. How?</b></p> <p>How did non-Jewish people try to save Jews from the horrors of Nazism?</p> <p>How many Jews died in the Holocaust?</p>                                                                    |  |

**B. Summarizing** On the back of this paper, define the following terms:

**Holocaust**

**Aryans**

**ghettos**

**genocide**

**GUIDED READING** *The Allied Victory***Section 4**

**A. Analyzing Causes and Recognizing Effects** As you read this section, note how each of the following events or campaigns contributed to the Allies' victory in World War II.

|                                        |                                       |
|----------------------------------------|---------------------------------------|
| 1. Battle of El Alamein                | 2. Operation Torch                    |
| 3. Battle of Stalingrad                | 4. Invasion of Italy                  |
| 5. Propaganda campaigns on home fronts | 6. D-Day invasion                     |
| 7. Battle of the Bulge                 | 8. Battle of Leyte Gulf               |
| 9. Battle of Okinawa                   | 10. Bombing of Hiroshima and Nagasaki |

**B. Recognizing Facts and Details** On the back of this paper, identify the following people and the role each played in World War II.

**Bernard Montgomery****Dwight Eisenhower**

**CHAPTER**  
**32****GUIDED READING** *Europe and Japan in Ruins***Section 5**

**A. Summarizing** As you read this section, fill out the chart by writing notes to describe conditions in postwar Europe and Japan.

| <b>Postwar Europe:</b>                                         |  |
|----------------------------------------------------------------|--|
| 1. Note three ways war affected the land and people of Europe. |  |
| 2. Note three political problems postwar governments faced.    |  |
| 3. Note one way the Allies dealt with the Holocaust.           |  |

| <b>Postwar Japan:</b>                                 |  |
|-------------------------------------------------------|--|
| 4. Note two effects of Allied bombing raids on Japan. |  |
| 5. Note three ways U.S. occupation changed Japan.     |  |
| 6. Note three provisions in Japan's new constitution. |  |

**B. Clarifying** On the back of this paper, explain the objectives of the **Nuremberg Trials** and the **demilitarization of Japan**.

**CHAPTER**  
**32****BUILDING VOCABULARY***World War II*

**A. Completion** Select the term or name that best completes the sentence.

|                      |                   |                   |                  |
|----------------------|-------------------|-------------------|------------------|
| Dwight D. Eisenhower | Winston Churchill | Douglas MacArthur | Atlantic Charter |
| Charles de Gaulle    | Erwin Rommel      | Nuremberg Trials  | kamikaze         |

1. The joint declaration issued by Roosevelt and Churchill during World War II upholding free trade among nations and the right of people to choose their own government was called the \_\_\_\_\_.
2. The American commander of the Allied land forces in the Pacific during World War II was \_\_\_\_\_.
3. In the \_\_\_\_\_ after World War II, former Nazi leaders faced charges of waging a war of aggression and committing crimes against humanity.
4. The prime minister of Great Britain during World War II was \_\_\_\_\_.
5. The French general who set up a government-in-exile in London and organized the Free French military forces during World War II was \_\_\_\_\_.
6. The American general who served as commander of the Allied forces in Europe during World War II was \_\_\_\_\_.

**B. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

1. The Germany military strategy that means “lightning war” was (a) kamikaze (b) demilitarization (c) blitzkrieg.
2. The German air attacks on Britain’s air force and cities that lasted from the summer of 1940 until May 10, 1941 is known as the (a) Battle of Midway (b) Battle of the Bulge (c) Battle of Britain.
3. The first day of the invasion of Normandy in World War II is known as (a) D-Day (b) the Battle of Guadalcanal (c) Pearl Harbor.
4. The battle that brought the war in Europe to a quick end was the (a) Battle of Midway (b) Battle of the Bulge (c) Battle of Britain.
5. The process of disbanding a country’s armed forces is called (a) democratization (b) nonaggression pact (c) demilitarization.
6. The short battle that turned the tide of war in favor of the Allies in the Pacific was the (a) Battle of Midway (b) Battle of Stalingrad (c) Battle of Guadalcanal.

**C. Writing** Using the following terms, write a paragraph describing Hitler’s policy toward the Jews.

Aryan      Holocaust      ghetto      “Final Solution”      genocide

CHAPTER  
**32**

Section 4

**SKILLBUILDER PRACTICE** *Following Chronological Order*

*Putting events in time order—from the first event to the last one—can help you understand the relationships between events. As you read this account of the war in the Pacific, pay special attention to dates and clue words about time. Use the information to fill in the time line below to show the order of events that led to the surrender of Japan during World War II. (See Skillbuilder Handbook)*

The Americans' first land offensive began in August 1942, when 19,000 marines stormed Guadalcanal in the Solomon Islands. By the time the Japanese finally abandoned Guadalcanal six months later, they called it the Island of Death.

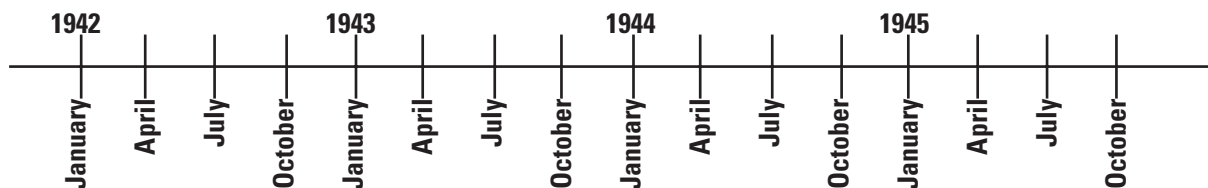
The Americans continued leapfrogging across the Pacific toward Japan. In October 1944, some 178,000 Allied troops and 738 ships converged on Leyte Island in the Philippines. Despite the damage done by the kamikazes—bomb-loaded Japanese suicide planes that tried to crash into Allied ships—the Battle of Leyte Gulf was a disaster for Japan. In 3 days of battle, it lost 3 battleships, 4 aircraft carriers, 13 cruisers, and almost 400 planes.

After retaking the Philippines, the Allies turned to Iwo Jima. More than 6,000 Marines died in intense fighting that began February 19 and ended March

17, 1945. Three months later, the Allies captured the island of Okinawa, Japan's last defensive outpost. Japan's home islands would be the next target.

On July 25, 1945, President Harry Truman ordered the military to make final plans for dropping the only two atomic bombs then in existence on Japanese targets. A day later, the U.S. warned Japan that it faced "prompt and utter destruction" unless it surrendered at once. Japan refused.

On August 6, a B-29 bomber released an atomic bomb over Hiroshima. Still Japanese leaders hesitated to surrender. Three days later a second bomb was dropped on Nagasaki. A horrified Emperor Hirohito ordered Japan's leaders to draw up papers "to end the war." The official surrender came on September 2 aboard the battleship *Missouri* in Tokyo Bay.





**CHAPTER**  
**32****Section 2****GEOGRAPHY APPLICATION: MOVEMENT***The Fall of Singapore*

*Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.*

In February 1942, the Japanese army inflicted the most embarrassing defeat suffered by the British Empire during the Second World War. The British lost Singapore, a tiny island at the southern tip of Malaya, a peninsula in Southeast Asia.

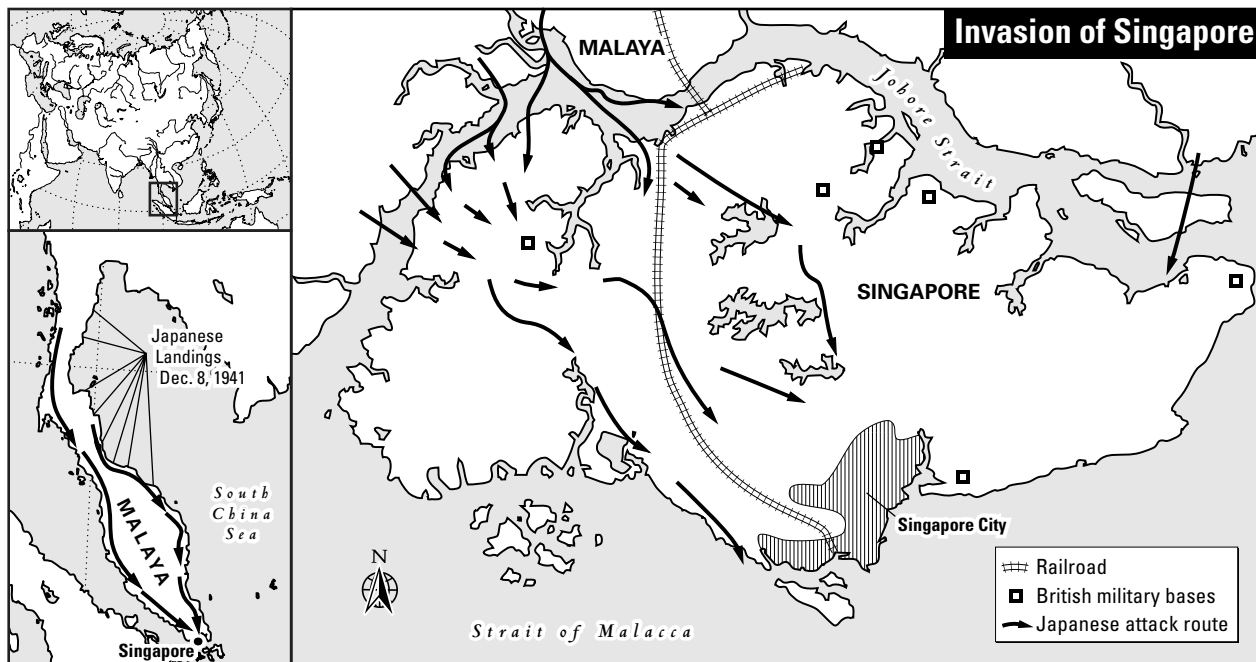
Singapore was an extremely important location during the war. The British used it as a base to protect India to the west and Australia to the south. In addition, Singapore lay along the prime shipping route from Europe to China.

The British thought Singapore impossible for the Japanese to capture. First, to the north across the Johore Strait the intense heat and dense jungle of Malaya provided a barrier to invasion. Second, the south end of the island faced the Strait of Malacca. There the British placed batteries of huge fifteen-inch cannons that could blast any enemy ships.

However, the defenses contained one major defect. The British had not bothered to fortify the

northern end of the island. They had assumed that even if the Japanese attempted to come down the peninsula, it would take them at least a year. Nevertheless, the Japanese decided to invade Singapore in this way. The Japanese, concealed by the dense jungle, were not spotted by British aircraft. By the time the British became aware of the Japanese, it was too late to mount an effective defense of the island. The British, who were prepared for an assault by sea, were not able to turn their guns around to the north in time to halt the Japanese advance. It took the Japanese 68 days to storm Malaya, cross the Johore Strait, and take Singapore.

The British surrendered Singapore on February 15, 1942. Adding to the humiliation of the defeat was the fact that British forces actually outnumbered the invading Japanese army. In the end, 130,000 British troops surrendered to 50,000 Japanese soldiers.



**Interpreting Text and Visuals**

1. Where is the island of Singapore located? \_\_\_\_\_

\_\_\_\_\_

2. Why do you think the British did not expect the Japanese to attack Singapore by land? \_\_\_\_\_

\_\_\_\_\_

3. In how many places did the Japanese land troops on December 8, 1941? \_\_\_\_\_

4. On which part of Singapore did most of the Japanese army invade? \_\_\_\_\_

\_\_\_\_\_

5. How many British military bases were located on Singapore? \_\_\_\_\_

On which part of the island were most of them located? \_\_\_\_\_

6. Why do you think the Japanese were able to capture Singapore even though the British had a great advantage in number of soldiers? \_\_\_\_\_

\_\_\_\_\_

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7. What do you think made Singapore an important military target for the Japanese?

\_\_\_\_\_

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## Section 1

**PRIMARY SOURCE** *from Berlin Diary*  
by William L. Shirer

*American journalist and historian William L. Shirer served as a radio foreign correspondent in Berlin at the outset of World War II. He kept a diary for his own pleasure but with the idea that it might be published one day. What thoughts did Shirer record in his diary about Germany's attack on Poland on September 1, 1939?*

### ***BERLIN, September 1, later***

It's a "counter-attack"! At dawn this morning Hitler moved against Poland. It's a flagrant, inexcusable, unprovoked act of aggression. But Hitler and the High Command call it a "counter-attack." A grey morning with overhanging clouds. The people in the street were apathetic when I drove to the Rundfunk [a Berlin radio station] for my first broadcast at eight fifteen a.m. . . . Along the east-west axis the Luftwaffe [the German air force] were mounting five big anti-aircraft guns to protect Hitler when he addresses the Reichstag [the lower house of the German parliament] at ten a.m. Jordan and I had to remain at the radio to handle Hitler's speech for America. Throughout the speech, I thought as I listened, ran a curious strain, as though Hitler himself were dazed at the fix he had got himself into and felt a little desperate about it. Somehow he did not carry conviction and there was much less cheering in the Reichstag than on previous, less important occasions. Jordan must have reacted the same way. As we waited to translate the speech for America, he whispered: "Sounds like his swan song." It really did. He sounded discouraged when he told the Reichstag that Italy would not be coming into the war because "we are unwilling to call in outside help for this struggle. We will fulfil this task by ourselves." And yet Paragraph 3 of the Axis military alliance calls for immediate, automatic Italian support with "all its military resources on land, at sea, and in the air." What about that? He sounded desperate when, referring to Molotov's speech of yesterday at the Russian ratification of the Nazi-Soviet accord, he said: "I can only underline every word of Foreign Commissar Molotov's speech."

Tomorrow Britain and France probably will come in and you have your second World War. The

British and French tonight sent an ultimatum to Hitler to withdraw his troops from Poland or their ambassadors will ask for their passports. Presumably they will get their passports.

LATER. Two thirty a.m.—Almost through our first black-out. The city is completely darkened. It takes a little getting used to. You grope around the pitch-black streets and pretty soon your eyes get used to it. You can make out the whitewashed curbstones. We had our first air-raid alarm at seven p.m. I was at the radio just beginning my script for a broadcast at eight fifteen. The lights went out, and all the German employees grabbed their gas-masks and, not a little frightened, rushed for the shelter. No one offered me a mask, but the wardens insisted that I go to the cellar. . . . No planes came over. But with the English and French in, it may be different tomorrow. I shall then be in the by no means pleasant predicament of hoping they bomb the hell out of this town without getting me. The ugly shrill of the sirens, the rushing to a cellar with your gas-mask (if you have one), the utter darkness of the night—how will human nerves stand that for long?

*from William L. Shirer, Berlin Diary: The Journal of a Foreign Correspondent (New York: Knopf, 1941), 197–199.*

## **Discussion Questions**

### ***Clarifying***

1. What did Shirer predict would happen as a result of Germany's surprise attack on Poland?
2. How do you know that Berliners expected a retaliatory air strike following the attack on Poland?
3. ***Distinguishing Fact from Opinion*** What were three facts about Germany's attack that Shirer recorded in his diary entry? What were three opinions he wrote down?

Excerpt from *Berlin Diary: The Journal of a Foreign Correspondent 1934-1941* by William L. Shirer. Copyright © 1941, renewed 1968 by William L. Shirer. Reprinted by permission of Don Congdon Associates, Inc.



## Section 3

**PRIMARY SOURCE** *from The Diary of a Young Girl*  
by Anne Frank

*Anne Frank was a German Jewish girl who fled with her family to Amsterdam, the Netherlands, to escape Nazi persecution during World War II. She and her family hid for two years in a secret place Frank called the Annex. While hiding in the Annex, Frank kept a diary she addressed as Kitty. What does this diary entry reveal about the challenges of everyday life in the Annex?*

Monday Evening, November 8, 1943

Dearest Kitty,

If you were to read all my letters in one sitting, you'd be struck by the fact that they were written in a variety of moods. It annoys me to be so dependent on the moods here in the Annex, but I'm not the only one: we're all subject to them. If I'm engrossed in a book, I have to rearrange my thoughts before I can mingle with other people, because otherwise they might think I was strange. As you can see, I'm currently in the middle of a depression. I couldn't really tell you what set it off, but I think it stems from my cowardice, which confronts me at every turn. This evening, when Bep [Bep and Miep are secretaries who work in the building] was still here, the doorbell rang long and loud. I instantly turned white, my stomach churned, and my heart beat wildly—and all because I was afraid.

At night in bed I see myself alone in a dungeon, without Father and Mother. Or I'm roaming the streets, or the Annex is on fire, or they come in the middle of the night to take us away and I crawl under my bed in desperation. I see everything as if it were actually taking place. And to think it might all happen soon!

Miep often says she envies us because we have such peace and quiet here. That may be true, but she's obviously not thinking about our fear.

I simply can't imagine the world will ever be normal again for us. I do talk about "after the war," but it's as if I were talking about a castle in the air, something that can never come true.

I see the eight of us in the Annex as if we were a patch of blue sky surrounded by menacing black clouds. The perfectly round spot on which we're standing is still safe, but the clouds are moving in on us, and the ring between us and the approaching danger is being pulled tighter and tighter. We're surrounded by darkness and danger, and in our desperate search for a way out we keep bumping into each other. We look at the fighting down below and the peace and beauty up above. In the meantime, we've been cut off by the dark mass of clouds, so that we can go neither up nor down. It looms before us like an impenetrable wall, trying to crush us, but not yet able to. I can only cry out and implore, "Oh, ring, ring, open wide and let us out!"

Yours, Anne

*from Anne Frank, Susan Massotty, trans., The Diary of a Young Girl (New York: Doubleday, 1991), 144–145.*

## Research Options

1. **Writing Expository Paragraphs** Find out more about the life of Anne Frank. What had her life been like before World War II? With whom did she live in the Annex? What happened to her during the war? Write a short magazine article to report your findings.
2. **Visual, Audio, and Multimedia Sources** Locate and view the movie *Diary of Anne Frank*. Then, with classmates, share your reactions to the film's depiction of Frank's life in the Annex. Do you think it was important that Frank kept a diary to record her experiences?

Excerpt from *The Diary of Anne Frank: The Definitive Edition* by Anne Frank, edited by Otto H. Frank and Mirjam Pressler, translated by Susan Massotty. Copyright © 1986 by Anne Frank-Fonds, Basle/Switzerland, for all texts of Anne Frank. Used by permission of Doubleday, a division of Random House, Inc.

CHAPTER  
**32**

Section 4

**PRIMARY SOURCE** *from Farewell to Manzanar*  
by Jeanne Wakatsuki Houston

*During World War II, seven-year-old Jeanne Wakatsuki was sent to Manzanar, a Japanese-American internment camp in Owens Valley, California. As you read this excerpt from her memoir, think about her first impressions of the camp.*

We rode all day. By the time we reached our destination, the shades were up. It was late afternoon. The first thing I saw was a yellow swirl across a blurred, reddish setting sun. The bus was being pelted by what sounded like splattering rain. It wasn't rain. This was my first look at something I would soon know very well, a billowing flurry of dust and sand churned up by the wind through Owens Valley.

We drove past a barbed-wire fence, through a gate, and into an open space where trunks and sacks and packages had been dumped from the baggage trucks that drove out ahead of us. I could see a few tents set up, the first rows of black barracks, and beyond them blurred by sand, rows of barracks that seemed to spread for miles across this plain. People were sitting on cartons or milling around, with their backs to the wind, waiting to see which friends or relatives might be on this bus. As we approached, they turned or stood up, and some moved toward us expectantly. But inside the bus no one stirred. No one waved or spoke. They just stared out of the windows, ominously silent. I didn't understand this. Hadn't we finally arrived, our whole family intact? I opened a window, leaned out, and yelled happily. "Hey! This whole bus is full of Wakatsukis!"

Outside, the greeters smiled. Inside there was an explosion of laughter, hysterical, tension-breaking laughter that left my brothers choking and whacking each other across the shoulders.

We had pulled up just in time for dinner. The mess halls weren't completed yet. An outdoor chow line snaked around a half-finished building that broke a good part of the wind. They issued us army mess kits, the round metal kind that fold over, and plopped in scoops of canned Vienna sausage, canned string beans, steamed rice that had been

cooked too long, and on top of the rice a serving of canned apricots. The Caucasian servers were thinking that the fruit poured over rice would make a good dessert. Among the Japanese, of course, rice is never eaten with sweet foods, only with salty or savory foods. Few of us could eat such a mixture. But at this point no one dared protest. It would have been impolite. . . .

After dinner we were taken to Block 16, a cluster of fifteen barracks that had just been finished a day or so earlier—although finished was hardly the word for it. The shacks were built of one thickness of pine planking covered with tarpaper. . . . Knotholes gaped in the uncovered floor.

Each barracks was divided into six units, sixteen by twenty feet, about the size of a living room, with one bare bulb hanging from the ceiling and an oil stove for heat. We were assigned two of these for the twelve people in our family group; and our official family "number" was enlarged by three digits—16 plus the number of this barracks. We were issued steel army cots, two brown army blankets each, and some mattress covers, which my brothers stuffed with straw.

*from Jeanne Wakatsuki Houston and James D. Houston, Farewell to Manzanar (New York: Bantam Books, 1973), 14–15.*

## Discussion Questions

1. **Clarifying** What were living accommodations like in the camp?
2. **Analyzing Causes and Recognizing Effects** Why do you think the accommodations at Manzanar were so stark and crowded?
3. **Drawing Conclusions** What incident from this excerpt demonstrates a lack of cultural awareness on the part of those running the camp?

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CHAPTER  
**32**

Section 4

**PRIMARY SOURCE** *from Hiroshima*  
by John Hersey

*On August 6, 1945, the United States dropped an atomic bomb on Hiroshima, Japan. Journalist John Hersey wrote an account of six Japanese survivors whose lives were forever changed by the blast. As you read part of this account, consider what each of the survivors was doing when the bomb exploded.*

At exactly fifteen minutes past eight in the morning, on August 6, 1945, Japanese time, at the moment when the atomic bomb flashed above Hiroshima, Miss Toshiko Sasaki, a clerk in the personnel department of the East Asia Tin Works, had just sat down at her place in the plant office and was turning her head to speak to the girl at the next desk. At that same moment, Dr. Masakazu Fujii was settling down cross-legged to read the Osaka Asahi on the porch of his private hospital, overhanging one of the seven deltaic rivers which divide Hiroshima; Mrs. Hatsuyo Nakamura, a tailor's widow, stood by the window of her kitchen, watching a neighbor tearing down his house because it lay in the path of an air-raid-defense fire lane; Father Wilhelm Kleinsorge, a German priest of the Society of Jesus, reclined in his underwear on a cot on the top floor of his order's three-story mission house, reading a Jesuit magazine, *Stimmen der Zeit*; Dr. Terufumi Sasaki, a young member of the surgical staff of the city's large, modern Red Cross Hospital, walked along one of the hospital corridors with a blood specimen for a Wassermann test in his hand; and the Reverend Mr. Kiyoshi Tanimoto, pastor of the Hiroshima Methodist Church, paused at the door of a rich man's house in Koi, the city's western suburb, and prepared to unload a handcart full of things he had evacuated from town in fear of the massive B-29 raid which everyone expected Hiroshima to suffer. A hundred thousand people were killed by the atomic bomb, and these six were among the survivors. They still wonder why they lived when so many others died. Each of them counts many small items of chance or volition

[will]—a step taken in time, a decision to go indoors, catching one streetcar instead of the next—that spared him. And now each knows that in the act of survival he lived a dozen lives and saw more death than he ever thought he would see. At the time, none of them knew anything. . . .

Then a tremendous flash of light cut across the sky. Mr. Tanimoto has a distinct recollection that it travelled from east to west, from the city toward the hills. It seemed a sheet of sun. Both he and Mr. Matsuo reacted in terror—and both had time to react (for they were 3,500 yards, or two miles, from the center of the explosion). Mr. Matsuo dashed up the front steps into the house and dived among the bedrolls and buried himself there. Mr. Tanimoto took four or five steps and threw himself between two big rocks in the garden. He bellied up very hard against one of them. As his face was against the stone, he did not see what happened. He felt a sudden pressure, and then splinters and pieces of board and fragments of tile fell on him. He heard no roar.

*from John Hersey, Hiroshima (New York: Bantam, 1946), 1–7.*

## Research Option

### *Forming and Supporting Opinions*

Use on-line or print resources to research the debate in 1945 among scientists and American government officials over whether the United States should use the atomic bomb on Japan. Then, with your classmates, hold a mock debate in which you argue for or against using the bomb.

Excerpt from *Hiroshima* by John Hersey. Originally appeared in *The New Yorker*. Copyright 1946 and renewed 1974 by John Hersey. Used by permission of the Estate of John Hersey.



## Section 3

**LITERATURE SELECTION** *from Night*  
by Elie Wiesel

*Elie Wiesel was born in the region of Transylvania (now part of Romania) in 1928. During World War II, he and his family were taken by the Nazis and sent first to the Auschwitz concentration camp, and then to Buchenwald. Wiesel was the only member of his family to survive the Nazi camps. Night, written in 1958, is an autobiographical novel that provides an unforgettable description of the horrors of the Holocaust through the eyes of a 14-year-old Jewish boy. As you read this excerpt, think about the boy's reactions to his first night at Auschwitz.*

Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed. Never shall I forget that smoke. Never shall I forget the little faces of the children, whose bodies I saw turned into wreaths of smoke beneath a silent blue sky.

Never shall I forget those flames which consumed my faith forever.

Never shall I forget that nocturnal silence which deprived me, for all eternity, of the desire to live. Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust. Never shall I forget these things, even if I am condemned to live as long as God Himself. Never.

The barracks we had been made to go into was very long. In the roof were some blue-tinged skylights. The antechamber of Hell must look like this. So many crazed men, so many cries, so much bestial brutality!

There were dozens of prisoners to receive us, truncheons in their hands, striking out anywhere, at anyone, without reason. Orders:

“Strip! Fast! Los! Keep only your belts and shoes in your hands. . . .”

We had to throw our clothes at one end of the barracks. There was already a great heap there. New suits and old, torn coats, rags. For us, this was the true equality: nakedness. Shivering with the cold.

Some SS officers moved about in the room, looking for strong men. If they were so keen on strength, perhaps one should try and pass oneself off as sturdy? My father thought the reverse. It was better not to draw attention to oneself. Our fate would then be the same as the others. (Later, we were to learn that he was right. Those who were selected that day were enlisted in the Sonder-

Kommando, the unit which worked in the crematoriums. Bela Katz—son of a big tradesman from our town—had arrived at Birkenau with the first transport, a week before us. When he heard of our arrival, he managed to get word to us that, having been chosen for his strength, he had himself put his father's body into the crematory oven.)

Blows continued to rain down.

“To the barber!”

Belt and shoes in hand, I let myself be dragged off to the barbers. They took our hair off with clippers, and shaved off all the hair on our bodies. The same thought buzzed all the time in my head—not to be separated from my father.

Freed from the hands of the barbers, we began to wander in the crowd, meeting friends and acquaintances. These meetings filled us with joy—yes, joy—“Thank God! You're still alive!”

But others were crying. They used all their remaining strength in weeping. Why had they let themselves be brought here? Why couldn't they have died in their beds? Sobs choked their voices.

Suddenly, someone threw his arms round my neck in an embrace: Yechiel, brother of the rabbi of Sighet. He was sobbing bitterly. I thought he was weeping with joy at still being alive.

“Don't cry, Yechiel,” I said. “Don't waste your tears. . . .”

“Not cry? We're on the threshold of death. . . . Soon we shall have crossed over. . . . Don't you understand? How could I not cry?”

Through the blue-tinged skylights I could see the darkness gradually fading. I had ceased to feel fear. And then I was overcome by an inhuman weariness.

Those absent no longer touched even the surface of our memories. We still spoke of them—“Who knows what may have become of them?”—but we had little concern for their fate. We were



incapable of thinking of anything at all. Our senses were blunted; everything was blurred as in a fog. It was no longer possible to grasp anything. The instincts of self-preservation, of self-defense, of pride, had all deserted us. In one ultimate moment of lucidity it seemed to me that we were damned souls wandering in the half-world, souls condemned to wander through space till the generations of man came to an end, seeking their redemption, seeking oblivion—without hope of finding it.

Toward five o'clock in the morning, we were driven out of the barracks. The Kapos beat us once more, but I had ceased to feel any pain from their blows. An icy wind enveloped us. We were naked, our shoes and belts in our hands. The command: "Run!" And we ran. After a few minutes of racing, a new barracks.

A barrel of petrol at the entrance. Disinfection. Everyone was soaked in it. Then a hot shower. At high speed. As we came out from the water, we were driven outside. More running. Another barracks, the store. Very long tables. Mountains of prison clothes. On we ran. As we passed, trousers, tunic, shirt, and socks were thrown to us.

Within a few seconds, we had ceased to be men. If the situation had not been tragic, we should have roared with laughter. Such outfits! Meir Katz, a giant, had a child's trousers, and Stern, a thin little chap, a tunic which completely swamped him. We immediately began the necessary exchanges.

I glanced at my father. How he had changed! His eyes had grown dim. I would have liked to speak to him, but I did not know what to say.

The night was gone. The morning star was shining in the sky. I too had become a completely different person. The student of the Talmud, the child that I was, had been consumed in the flames. There remained only a shape that looked like me. A dark flame had entered into my soul and devoured it.

So much had happened within such a few hours that I had lost all sense of time. When had we left our houses? And the ghetto? And the train? Was it only a week? One night—one single night?

How long had we been standing like this in the icy wind? An hour? Simply an hour? Sixty minutes? Surely it was a dream.

Not far from us there were some prisoners at work. Some were digging holes, others carrying sand. None of them so much as glanced at us. We were so many dried-up trees in the heart of a desert. Behind me, some people were talking. I had not the slightest desire to listen to what they were saying, to know who was talking or what they were talking about. No one dared to raise his voice, though there was no supervisor near us. People whispered. Perhaps it was because of the thick smoke which poisoned the air and took one by the throat. . . .

We were made to go into a new barracks, in the "gypsies' camp." In ranks of five.

"And now stay where you are!"

There was no floor. A roof and four walls. Our feet sank into the mud.

Another spell of waiting began. I went to sleep standing up. I dreamed of a bed, of my mother's caress. And I woke up: I was standing, my feet in the mud. Some people collapsed and lay where they were. Others cried:

"Are you mad? We've been told to stay standing. Do you want to bring trouble on us all?"

As if all the trouble in the world had not descended already upon our heads! Gradually, we all sat down in the mud. But we had to jump up constantly, every time a Kapo came in to see if anybody had a pair of new shoes. If so, they had to be given up to him. It was no use opposing this: blows rained down and in the final reckoning you had lost your shoes anyway.

I had new shoes myself. But as they were coated with a thick layer of mud, no one had noticed them. I thanked God, in an improvised prayer, for having created mud in His infinite and wonderful universe.

Suddenly the silence grew oppressive. An SS officer had come in and, with him, the odor of the Angel of Death. We stared fixedly at his fleshy lips. From the middle of the barracks, he harangued us:

"You're in a concentration camp. At Auschwitz. . . ."

A pause. He observed the effect his words had produced. His face has stayed in my memory to this day. A tall man, about thirty, with crime inscribed upon his brow and in the pupils of his

***I too had become a completely different person. . . . There remained only a shape that looked like me. A dark flame had entered into my soul and devoured it.***

eyes. He looked us over as if we were a pack of leprous dogs hanging onto our lives.

“Remember this,” he went on. “Remember it forever, Engrave it into your minds. You are at Auschwitz. And Auschwitz is not a convalescent home. It’s a concentration camp. Here, you have got to work. If not, you will go straight to the furnace. To the crematory. Work or the crematory—the choice is in your hands.”

We had already lived through so much that night, we thought nothing could frighten us any more. But his clipped words made us tremble. Here the word “furnace” was not a word empty of meaning; it floated on the air, mingling with the smoke. It was perhaps the only word which did have any real meaning here. He left the barracks. Kapos appeared, crying:

“All skilled workers—locksmiths, electricians, watchmakers—one step forward!”

The rest of us were made to go to another barracks, a stone one this time. With permission to sit down. A gypsy deportee was in charge of us.

My father was suddenly seized with colic. He got up and went toward the gypsy, asking politely, in German:

“Excuse me, can you tell me where the lavatories are?”

The gypsy looked him up and down slowly, from head to foot. As if he wanted to convince himself that this man addressing him was really a creature of flesh and bone, a living being with a body and a belly. Then, as if he had suddenly woken up from a heavy doze, he dealt my father such a clout that he fell to the ground, crawling back to his place on all fours.

I did not move. What had happened to me? My father had just been struck, before my very eyes, and I had not flickered an eyelid. I had looked on and said nothing. Yesterday, I should have sunk my nails into the criminal’s flesh. Had I changed so much, then? So quickly? Now remorse began to gnaw at me. I thought only: I shall never forgive them for that. My father must have guessed my feelings. He whispered in my ear, “It doesn’t hurt.” His cheek still bore the red mark of the man’s hand.

“Everyone outside!”

Ten gypsies had come and joined our supervisor. Whips and truncheons cracked round me. My feet were running without my being aware of it. I tried to hide from the blows behind the others. The spring sunshine.

“Form fives!”

The prisoners whom I had noticed in the morning were working at the side. There was no guard near them, only the shadow of the chimney. . . . Dazed by the sunshine and by my reverie, I felt someone tugging at my sleeve. It was my father. “Come on, my boy.”

We marched on. Doors opened and closed again. On we went between the electric wires. At each step, a white placard with a death’s head on it stared us in the face. A caption: “Warning. Danger of death.” Mockery: was there a single place here where you were not in danger of death?

The gypsies stopped near another barracks. They were replaced by SS, who surrounded us. Revolvers, machine guns, police dogs.

The march had lasted half an hour. Looking around me, I noticed that the barbed wires were behind us. We had left the camp.

It was a beautiful April day. The fragrance of spring was in the air. The sun was setting in the west.

But we had been marching for only a few moments when we saw the barbed wire of another camp. An iron door with this inscription over it:

“Work is liberty!”

Auschwitz.

from Elie Wiesel, *The Night Trilogy* (New York: Noonday, 1972), 43–49.

## Discussion Questions

### Clarifying

1. How were prisoners treated when they first arrived at the concentration camp?
2. What choice did the SS officer give the newly arrived prisoners?
3. **Drawing Conclusions** Based on this passage, why do you think Wiesel called his book *Night*?

**CHAPTER**  
**32****HISTORYMAKERS****Charles de Gaulle**  
*Man of Destiny***Section 1**

*"An anxious concern about the fate of our country came as second nature to my three brothers, my sister, and myself."—de Gaulle*

Charles de Gaulle, devoted to France, fought for his nation in two world wars. In a life full of ironies, he gave ammunition to his future enemies and made life difficult for his former allies.

De Gaulle came from a family deeply involved in French history. Two relatives had fought the English during the Hundred Years' War, one of them at the famous Battle of Agincourt in 1415. Other relatives had served as king's counselors or written histories of France. His father had fought in the French army that suffered the humiliating defeat in the Franco-Prussian War in 1870.

In 1909, young Charles decided to join the army, and he entered the French military academy. He was not a good student, and the school's report judged him "average in everything but height." He stood six feet five inches tall. Soon after his graduation, World War I erupted. Captain de Gaulle led a company in the fierce Battle of Verdun. He was wounded badly and left on the field for dead. He did not die but was instead taken to a German prisoner of war camp. He tried to escape five times. After the last failed attempt, he was held in solitary confinement for four months.

After the war, de Gaulle wrote military strategy. Before World War I, the French command used the coordinated attack of masses of soldiers to win wars. When the Germans swept through the French lines during that war, thinking changed. Now, the generals emphasized defense and built a strong line of forts and artillery to protect France. After seeing the tank in the First World War, de Gaulle was convinced that it would give offensive forces the advantage and that the new defensive strategy was wrong. He pushed his views with great vigor and emotion, angering his superiors by attacking them. As a result, his career suffered. However, his strategy was read in Germany, and in World War II they used his ideas against France.

During the Second World War, de Gaulle proved himself an able field commander, but in 1940 the Germans rolled over the French army. Henri Pétain, who was in charge of the government, wanted to surrender, which angered de Gaulle.

Called by Winston Churchill "the man of destiny," de Gaulle escaped one night on a plane to England. The next day, he made a defiant radio broadcast calling on the French to continue the fight against Germany. Some weeks later, a French military court found him guilty of treason and sentenced him to death.

With a handful of followers and a history of conflict with fellow officers, de Gaulle was not in an ideal position to lead a French government in exile. However, he established credible leadership. He used radio broadcasts to inspire the French people and kept in touch with underground fighters in France. On August 25, 1944, French troops became the first Allied forces to enter Paris. They were followed by de Gaulle himself, who was made prime minister by the legislature later that year.

De Gaulle grew disgusted with politicians, and in a year he retired. He formed a popular movement in 1947 but stayed outside the government. France reached a crisis, though, in 1958, and de Gaulle agreed to lead his nation again. He was made president and given broad powers. He ruled for a decade, creating order at home and pursuing an independent course abroad that often annoyed his former allies. He kept Britain out of the economic grouping called the Common Market (now the European Community). He angered the United States by reducing French involvement in the North Atlantic Treaty Organization (NATO) and made friendly gestures to Communist nations. He also criticized U.S. involvement in the Vietnam War. In these actions, de Gaulle sought to give France a larger role in world affairs. In the end, he isolated France from other nations. He retired in 1969 after losing a vote of support. He died later that year.

**Questions**

1. **Determining Main Ideas** What was the driving force in de Gaulle's life? Explain your answer.
2. **Drawing Conclusions** Explain the two major ironies of de Gaulle's professional life.
3. **Forming and Supporting Opinions** Was de Gaulle's character better suited to the army or politics? Explain.

**CHAPTER  
32****HISTORYMAKERS**

# Winston Churchill

## *English Bulldog*

**Section 1**

*"In 1940 Churchill became the hero that he had always dreamed of being. . . . In that dark time, what England needed was not a shrewd, equable, balanced leader. She needed a prophet, a heroic visionary, a man who could dream dreams of victory when all seemed lost. Winston Churchill was such a man. . . ."*  
**Historian Anthony Storr**

One of Winston Churchill's ancestors was the duke of Marlborough, a hero of the wars against Louis XIV of France in the early 18th century. Churchill, between 1939 and 1945, defiantly led his nation against another European leader bent on conquest.

The son of a British lord and an American heiress, Churchill had a privileged but unhappy childhood. He was a poor student and took the entrance exam for Britain's military academy three times before he passed. He eventually graduated in 1895. He worked as a soldier and a journalist in Cuba, India, and Egypt. He also won fame for escaping an enemy prison camp in South Africa during the Boer War.

In the early 1900s, Churchill won election to Parliament. He left the conservative Tory party and joined the Liberal party. He was branded a traitor to his class for pushing social reforms. In 1911, he was given charge of the Royal Navy. He developed a strategy for sending the fleet to Russia past Constantinople. However, during World War I his plan failed, and he was discredited. In another post, he moved to speed the development of the tank.

Churchill lost office in 1922, when new elections defeated the government he served. In the next two decades, he suffered political isolation. His views did not fit either the Liberals or the Tories. He supported himself by writing history.

During the 1930s, Churchill was back in Parliament. He often spoke out about the threat raised by Adolf Hitler. He developed a network of academics who provided him with inside intelligence. When Neville Chamberlain allowed Germany to take Czechoslovakia, Churchill was outraged. He called it "a total and unmitigated defeat."

When Britain declared war on Germany, Churchill was put in charge of the navy again. However, Chamberlain resigned as prime minister soon after, and the 65-year-old Churchill was everyone's choice to lead the new government. He named himself minister of defense as well. His first

speech to Parliament was grim but determined: "I have nothing to offer but blood, toil, tears and sweat," he began. He concluded by stating the government's war goal: "It is victory, victory at all costs, victory in spite of all terror: victory however long and hard the road may be; for without victory, there can be no survival."

In the early months of the war, Churchill carried on a correspondence with U.S. President Franklin Roosevelt, hoping to bring the United States into the war. At first, all he could win was American aid. When Hitler launched his ill-advised attack on the Soviet Union in 1941, Churchill, who was a foe of communism, quickly promised help. "The Russian danger," he said, "is our danger." Still, for years Churchill resisted Soviet urgings to open a second front against Germany. This led to difficulties between the allies.

Churchill participated in several wartime conferences with Roosevelt, which often included Soviet leader Joseph Stalin. Churchill had to leave the last "Big Three" meeting in July 1945 before it was finished. While there, his government had been voted out of office.

After the war, Churchill spoke against the growing power of the Soviet Union. He coined the phrase "Iron Curtain" to describe the control that the Soviets exercised over the countries of Eastern Europe. He served once again as prime minister from 1951 to 1955, but ill health forced him to retire. He died in 1965 and was given a funeral that was attended by officials from around the world.

## Questions

1. **Comparing** Write a paragraph comparing Charles de Gaulle and Churchill.
2. **Clarifying** How did Churchill use his eloquence to lead his country?
3. **Making Inferences** Why would the British vote down Churchill's government in 1945?



CHAPTER  
32

Section 5

CONNECTIONS ACROSS TIME AND CULTURES

## Two World Wars

THEMATIC CONNECTION:

POWER AND AUTHORITY

*In 1914 and again in 1939, war engulfed Europe and spread rapidly across the globe. Both wars were sparked by a quest for power and both ended in military defeat for Germany and its allies, cities in ruins, and destroyed lives. In what other ways were the two wars similar? Review Chapter 29 and Chapter 32 to answer the questions that follow.*

1. How did imperialism set the stage for both world wars?
  - a. WWI \_\_\_\_\_
  - b. WWII \_\_\_\_\_
2. International rivalries led to the creation of military alliances among the great world powers. What military alliances pushed European nations into war?
  - a. WWI \_\_\_\_\_
  - b. WWII \_\_\_\_\_
3. In both wars, Germany faced the danger of fighting one war on the Western Front and a second on the Eastern Front. What was Germany's military plan for fighting a two-front war? What was the outcome?
  - a. WWI \_\_\_\_\_
  - b. WWII \_\_\_\_\_
4. Developments in science and technology made possible new types of warfare. What new weapons and military strategies were introduced in each war?
  - a. WWI \_\_\_\_\_
  - b. WWII \_\_\_\_\_
5. In both wars, governments waged total war. How did governments suppress antiwar activity on the home front?
  - a. WWI \_\_\_\_\_
  - b. WWII \_\_\_\_\_
6. In what other ways were the Great War and World War II similar? Name at least two similarities.  
\_\_\_\_\_  
\_\_\_\_\_



**CHAPTER**  
**32****Section 1****RETEACHING ACTIVITY***Hitler's Lightning War*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer(s) in the blank.

- |                                                                                                                                                          |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| _____ 1. Agreement between Soviet leader Joseph Stalin and Adolf Hitler in which the two plotted to divide Poland between them                           | A. Winston Churchill  |
| _____ 2. Germany's military strategy of "lightning war"                                                                                                  | B. Maginot Line       |
| _____ 3. A system of fortifications along France's border with Germany                                                                                   | C. Atlantic Charter   |
| _____ 4. French port city near the Belgian border from which a fleet of British ships and civilian craft evacuated trapped soldiers in 1940              | D. Charles de Gaulle  |
| _____ 5. French general who organized the Free French military forces to fight the Nazis                                                                 | E. Erwin Rommel       |
| _____ 6. British prime minister during World War II                                                                                                      | F. Dunkirk            |
| _____ 7. Name for Germany's air force                                                                                                                    | G. Battle of Midway   |
| _____ 8. 1941 battle that demonstrated that Hitler's attacks could be blocked                                                                            | H. blitzkrieg         |
| _____ 9. Commander of Hitler's crack German tank force, the Afrika Korps                                                                                 | I. Battle of Britain  |
| _____ 10. Joint declaration issued by Roosevelt and Churchill that upheld free trade among nations and the people's right to choose their own government | J. nonaggression pact |
|                                                                                                                                                          | K. Luftwaffe          |

**CHAPTER**  
**32****Section 2****RETEACHING ACTIVITY***Japan's Pacific Campaign*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. As the war progressed, Japan's desire to expand its empire led to attacks on Manchuria and China.  
\_\_\_\_\_
- \_\_\_\_\_ 2. Admiral Isoroku Yamamoto was Japan's greatest naval strategist.  
\_\_\_\_\_
- \_\_\_\_\_ 3. The Japanese attack on Pearl Harbor in the Philippines killed more than 2,300 Americans.  
\_\_\_\_\_
- \_\_\_\_\_ 4. The Bataan Death March was a forced march of Japanese prisoners of war on the Malay Peninsula.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 5. Bombers under the command of Colonel James H. Doolittle bombed Tokyo and demonstrated Japan's vulnerability to air attack.  
\_\_\_\_\_
- \_\_\_\_\_ 6. The Battle of the Coral Sea, using a new kind of naval warfare, was a victory for Japanese forces.  
\_\_\_\_\_
- \_\_\_\_\_ 7. The Battle of Midway turned the tide of war in the Pacific toward the Allies.  
\_\_\_\_\_
- \_\_\_\_\_ 8. General Douglas MacArthur devised the strategy of "island-hopping," which meant that the Allies would seize islands that were not well-defended but were closer to Japan.  
\_\_\_\_\_
- \_\_\_\_\_ 9. The Battle of Guadalcanal in the Solomon Islands lasted for two months and ended with Japanese withdrawal.  
\_\_\_\_\_
- \_\_\_\_\_ 10. The "island of death" was what the Allies called Japan.  
\_\_\_\_\_





## Section 3

RETEACHING ACTIVITY *The Holocaust*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

ghettos  
genocide  
concentration camps  
Austria  
Nazis

Final Solution  
*Kristallnacht*  
Poland  
Star of David  
Auschwitz

SS  
Holocaust  
Communists  
Nuremberg Laws

1. Political party in Germany that proclaimed that Aryans were a “master race”:  
\_\_\_\_\_
2. Term that refers to the systematic mass killing of Jews and other groups judged to be inferior:  
\_\_\_\_\_
3. 1935 laws that deprived Jews of their rights to German citizenship and forbade marriages between Jews and non-Jews: \_\_\_\_\_
4. “Night of Broken Glass” in Germany when Nazi stormtroopers attacked Jewish businesses, homes, and synagogues: \_\_\_\_\_
5. Segregated areas in certain cities into which Jewish people were herded:  
\_\_\_\_\_
6. Symbol Jews in German-controlled areas were forced to wear for identification:  
\_\_\_\_\_
7. Hitler’s term for his long-term program for the Jews: \_\_\_\_\_
8. The systematic killing of an entire people: \_\_\_\_\_
9. Acronym for Hitler’s elite security force: \_\_\_\_\_
10. Locations where Jews were taken as prisoners: \_\_\_\_\_
11. The largest of the extermination camps: \_\_\_\_\_
12. Country that had the highest number of Jews killed during the Holocaust:  
\_\_\_\_\_



## Section 4

RETEACHING ACTIVITY *The Allied Victory*

**Determining Main Ideas** Complete the chart below by answering questions about important events in the World War II.

| Events                 |                                                                        |                                                                                        |
|------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| North African Campaign | 1. North African battle in which German troops were beaten back:       | 2. German general in North Africa:                                                     |
| Battle of Stalingrad   | 3. German commander in the Battle of Stalingrad:                       | 4. Number of Soviet military deaths:                                                   |
| Mobilizing for War     | 5. Process of controlling distribution of scarce goods during wartime: | 6. Process of relocating Japanese Americans into restricted areas:                     |
| Victory in Europe      | 7. Location of Allied D-Day invasion:                                  | 8. Battle along the front in the Ardennes in which the Allies pushed the Germans back: |
| Victory in the Pacific | 9. Japanese suicide pilots:                                            | 10. Event that caused Japan to surrender:                                              |

**CHAPTER**  
**32****Section 5****RETEACHING ACTIVITY***Europe and Japan in Ruins*

**Determining Main Ideas** The following questions deal with the legacy of World War II. Answer them in the space provided.

1. What were the short-term effects of World War II?

---

---

2. Which governments remained in power after the war? Which lost power?

---

---

3. How did U.S. occupation affect Japan?

---

---

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                               |                     |
|---------------------------------------------------------------------------------------------------------------|---------------------|
| _____ 4. The Blitz left blackened ruins in this British city                                                  | a. refugees         |
| _____ 5. This army of displaced persons wandered Europe following the war                                     | b. demilitarization |
| _____ 6. The former prisoner at Auschwitz described the search made by Holocaust survivors for family members | c. Simon Weisenthal |
| _____ 7. In 1946, an International Military Tribunal tried Nazi war criminals                                 | d. democratization  |
| _____ 8. MacArthur ordered Japanese armed forces to disband after the war                                     | e. Diet             |
| _____ 9. The process of creating a government elected by the people                                           | f. London           |
| _____ 10. The Japanese people elected a two-house parliament after the war                                    | g. Nuremberg Trials |

**CHAPTER**  
**33****Section 1****GUIDED READING*****Cold War:  
Superpowers Face Off***

**A. Analyzing Causes and Recognizing Effects** As you read this section, take notes to explain how each of the following actions or policies led to the Cold War between the United States and the Soviet Union.

|                                |                                                           |
|--------------------------------|-----------------------------------------------------------|
| 1. Meeting at Potsdam, Germany | 2. Policy of containment                                  |
| 3. Truman Doctrine             | 4. Marshall Plan                                          |
| 5. Blockade of Berlin          | 6. Formation of North Atlantic Treaty Organization (NATO) |
| 7. Policy of brinkmanship      | 8. Launching of <i>Sputnik I</i>                          |

**B. Determining Main Ideas** On the back of this paper, explain the objectives and organization of the **United Nations**.

CHAPTER

33

GUIDED READING

Communists Take Power in China

Section 2

**A. Determining Main Ideas** As you read about the civil war in China and the creation of two Chinas, take notes to answer the questions.

|                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>1. Who?</b><br>Who was Mao Zedong?<br>Who was Jiang Jieshi?                                                                     |  |
| <b>2. When?</b><br>When did the civil war in China resume?<br>When did the civil war end?                                          |  |
| <b>3. What?</b><br>What advantages did Nationalist forces have?<br><br>What advantages did Communist forces have?                  |  |
| <b>4. Where?</b><br>Where is Nationalist China located?<br>Where is the People’s Republic of China located?                        |  |
| <b>5. How?</b><br>How did the superpowers react to the existence of two Chinas?<br><br>How did Mao transform the economy of China? |  |
| <b>6. Why?</b><br>Why did the Great Leap Forward fail?<br>Why did Mao launch the Cultural Revolution?                              |  |

**B. Clarifying** On the back of this paper explain the reasons for the formation of **communes** and **Red Guards** in Communist China.

CHAPTER  
**33**

Section 3

GUIDED READING *Wars in Korea and Vietnam*

**A. Analyzing Causes and Recognizing Effects** As you read this section, fill out the chart below to help you better understand the causes and outcomes of wars in Asia.

**War in Korea**

| Causes                                                  | Outcomes                                                           |
|---------------------------------------------------------|--------------------------------------------------------------------|
| 1. Why did the UN send an international force to Korea? | 2. What was the legacy of the war for North Korea and South Korea? |

**French War in Vietnam**

| Causes                                                                       | Outcomes                                                       |
|------------------------------------------------------------------------------|----------------------------------------------------------------|
| 3. Why did war break out between the Vietnamese Nationalists and the French? | 4. What was the outcome of the war for France and for Vietnam? |

**U.S. War in Vietnam**

| Causes                                                | Outcomes                                                       |
|-------------------------------------------------------|----------------------------------------------------------------|
| 5. How did the United States get involved in Vietnam? | 6. Why did the United States withdraw its troops from Vietnam? |

**B. Clarifying** On the back of this paper, identify the following people or groups:

**Douglas MacArthur   Ho Chi Minh   Ngo Dinh Diem   Vietcong   Khmer Rouge**

CHAPTER  
**33**

GUIDED READING

*The Cold War Divides the World*

Section 4

**A. Following Chronological Order** As you read about conflict between the super-powers over Latin America and the Middle East, answer the questions about events listed in the time line.

|      |                                                                  |   |                                                                                          |
|------|------------------------------------------------------------------|---|------------------------------------------------------------------------------------------|
| 1959 | Fidel Castro leads a revolution in Cuba.                         | → | 1. How did revolution affect Cuba?                                                       |
| 1961 | Castro turns back Cuban invasion at Bay of Pigs.                 | ↘ | 2. Why did the United States support the invasion?                                       |
| 1962 | United States demands that Soviets withdraw missiles from Cuba.  | ↘ | 3. How was the Cuban missile crisis resolved?                                            |
| 1979 | Communist Sandinista rebels overthrow dictatorship in Nicaragua. | → | 4. What were the consequences of civil war for Nicaragua?                                |
| 1981 | Iran releases U.S. hostages.                                     | → | 5. Why did the Ayatollah Khomeini hate the United States?                                |
| 1988 | UN ceasefire ends hostilities between Iran and Iraq.             | → | 6. What part did the United States play in this Muslim war?                              |
| 1989 | Soviet Union withdraws its forces from Afghanistan.              | → | 7. How was the Soviet involvement in Afghanistan similar to U.S. involvement in Vietnam? |

**B. Determining Main Ideas** On the back of this paper, define and give examples of the **Third World** and **nonaligned nations**.



**CHAPTER**  
**33****Section 5****GUIDED READING** *The Cold War Thaws*

**A. Determining Main Ideas** As you read this section, take notes to answer the questions.

**How did each country try to resist Soviet rule?**

1. Hungary

2. Czechoslovakia

3. China

**What was the foreign policy of each U.S. president?**

4. John F. Kennedy

5. Lyndon Johnson

6. Richard Nixon

7. Ronald Reagan

**What was the objective of each of the following?**

8. détente

9. SALT I Treaty

10. "Star Wars"

**B. Clarifying** On the back of this paper, identify **Nikita Khrushchev** and **Leonid Brezhnev**.



**BUILDING VOCABULARY**

# *Restructuring the Postwar World*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                            |                                                                                               |
|----------------------------|-----------------------------------------------------------------------------------------------|
| _____ 1. iron curtain      | a. American general who commanded United Nations troops at the beginning of the Korean War    |
| _____ 2. containment       | b. foreign policy directed at blocking Soviet influence and stopped the spread of communism   |
| _____ 3. brinkmanship      | c. American president during the Cuban Missile Crisis                                         |
| _____ 4. Fidel Castro      | d. the idea that the fall of one country to communism would lead to the fall of its neighbors |
| _____ 5. Nikita Khrushchev | e. the division of Europe into mostly democratic Western Europe and Communist Eastern Europe  |
| _____ 6. John F. Kennedy   | f. leader of the Soviet Union who started destalinization                                     |
| _____ 7. Douglas MacArthur | g. Communist dictator of Cuba                                                                 |
| _____ 8. domino theory     | h. willingness to go to the edge of war                                                       |

**B. Completion** Select the term or name that best completes the sentence.

|                |             |             |                 |
|----------------|-------------|-------------|-----------------|
| United Nations | Cold War    | Third World | Vietnamization  |
| Marshall Plan  | Warsaw Pact | détente     | Truman Doctrine |

- The U.S. assistance program that provided food, machinery, and other materials to rebuild Western Europe after World War II was called the \_\_\_\_\_.
- The struggle over political differences between the United States and the Soviet Union that stopped short of war was called the \_\_\_\_\_.
- The alliance that the Soviet Union formed with Eastern Europe countries in response to the formation of NATO was called the \_\_\_\_\_.
- The plan to increase the combat role of the South Vietnamese while gradually pulling out U.S. troops in the Vietnam War was called \_\_\_\_\_.
- Developing nations who were not aligned with the United States or the Soviet Union after World War II made up the \_\_\_\_\_.
- President Richard Nixon's policy of lessening Cold War tensions was called \_\_\_\_\_.

**C. Writing** Using the following terms, write a paragraph describing some of the changes that the Communists brought to China in the 1950s and 1960s.

Mao Zedong      Red Guards      Cultural Revolution      commune

CHAPTER  
**33**

## Section 2

# SKILLBUILDER PRACTICE *Interpreting Charts*

*Historians use charts to organize and summarize information in a simple, easy-to-follow way. In a chart, information is grouped into categories, making comparisons between entries immediately clear. Use the information presented in the chart below to compare the two Chinas. (See Skillbuilder Handbook)*

| Characteristics         | People's Republic of China                                               | Taiwan                                                                                                                                           |
|-------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Population              | 1,304,196,000                                                            | 22,603,000                                                                                                                                       |
| Language                | Mandarin (official)                                                      | Mandarin (official)                                                                                                                              |
| % Urban                 | 37%                                                                      | 75%                                                                                                                                              |
| Per capita GDP*         | \$4,400                                                                  | \$18,000                                                                                                                                         |
| Industries              | Iron, steel, textiles and clothing, machine building, military equipment | Textiles, clothing, electronics, processed foods, chemicals                                                                                      |
| Labor Force             | 50% agriculture and forestry, 28% services, 25% industry and commerce    | 58% services, 35% industry and commerce, 7% agriculture                                                                                          |
| Government              | Communist Party–led state                                                | Democracy                                                                                                                                        |
| Education               | Compulsory ages 6–14                                                     | Compulsory ages 6–15                                                                                                                             |
| Literacy Rate           | 86%                                                                      | 94%                                                                                                                                              |
| *Gross Domestic Product |                                                                          | Source: <i>The World Almanac and Book of Facts 2004</i> . Copyright © 2004 Primedia Reference Inc. All rights reserved. Reprinted by permission. |

1. Based on the information in the chart, what characteristics are similar in the two Chinas? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Which category indicates that the two Chinas hold opposing philosophies? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Based on the categories in the chart, how do the economies of the two Chinas compare? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CHAPTER  
**33**

Section 4

**GEOGRAPHY APPLICATION: REGION**

# *The Cuban Missile Crisis*

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

In 1962, the world narrowly escaped nuclear holocaust during the Cuban Missile Crisis. The United States and the Soviet Union faced each other in a dispute over Soviet placement of nuclear missiles in Cuba, 90 miles off the coast of Florida.

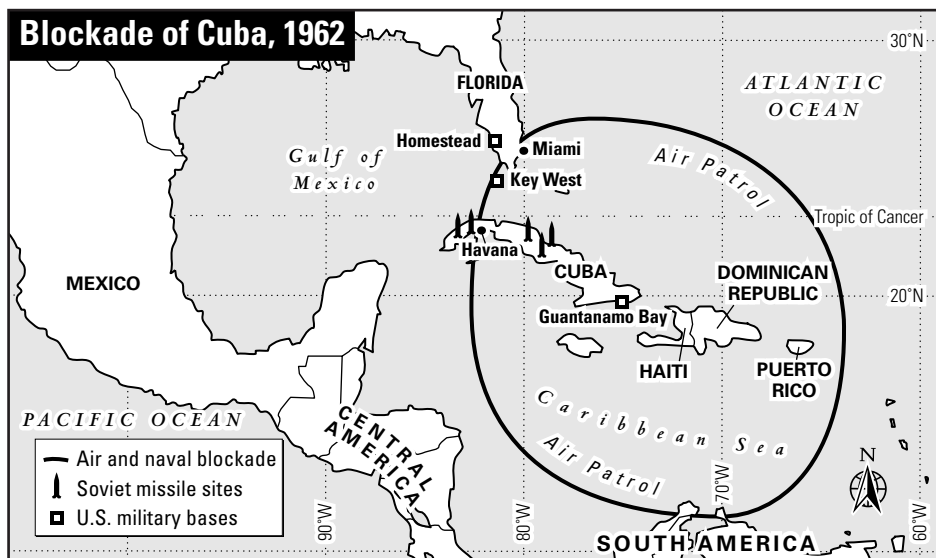
There are several possibilities why the Soviets placed nuclear missiles in Cuba. First, the missiles could protect Cuba from possible U.S. military aggression. Second, the Soviets would gain a strategic advantage on the United States in case of global nuclear war. Finally, the missiles would counter the U.S. installation of missiles in Turkey, near Soviet territory, in 1959.

The U.S. government had an idea Soviets wanted to place missiles in Cuba for some time. However, it was not until August 29, 1962, that a U-2 spy plane confirmed this to President John F. Kennedy. Secretary of Defense Robert McNamara proposed three courses of action for the United States. First, it could try to resolve the problem diplomatically by discussing it with the Soviets and the Cubans. Second, it could form an air and naval blockade around Cuba to prevent further shipments of mis-

siles. Finally, it could order an air strike to destroy the missiles and then invade Cuba.

On October 22, Kennedy announced a blockade of Cuba. The United States would seize “offensive weapons and associated matériel” that the Soviets were delivering to Cuba. After six tense days, Nikita Khrushchev, the Soviet leader, agreed to halt further shipments of missiles and to dismantle the existing ones in Cuba. He agreed to this only after Kennedy promised not to invade Cuba. Khrushchev also wanted the U.S. missiles removed from Turkey. In formal negotiations, Kennedy refused but then informally agreed to remove them and did so.

Documents released 35 years later reveal that, unknown to both U.S. and Soviet leaders, Soviet field commanders in Cuba had complete authority to fire their missiles. In addition, U.S. military officials undertook several secret sabotage missions in Cuba, and an American aircraft accidentally strayed into Soviet airspace at the height of the crisis. Any of these situations could have triggered a nuclear war.



**Interpreting Text and Visuals**

1. Why do you think the U.S. government wanted to remove Soviet missiles in Cuba? \_\_\_\_\_

\_\_\_\_\_

2. Describe the area of the U.S. blockade. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. According to the map, how many military bases did the United States have in this area? \_\_\_\_\_

4. What are some of the reasons for the Soviet placement of missiles in Cuba? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What options did the United States have to counter the Soviet build-up of missiles in Cuba?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What were some of the unforeseen situations that might have started a nuclear war in 1962?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Why do you think Kennedy decided to remove U.S. missiles from Turkey? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Section 4

## PRIMARY SOURCE

# The Cuban Missile Crisis

## Speech by John F. Kennedy

*On October 22, 1962, the White House announced that President John F. Kennedy would deliver a speech of the “highest national urgency.” That evening, the president went on television and radio to inform the American people about the presence of Soviet missile sites in Cuba and his plans to remove them. As you read this excerpt from Kennedy’s speech, think about why he demanded that the Soviets withdraw their missiles from Cuba.*

Good evening, my fellow citizens. This Government, as promised, has maintained the closest surveillance of the Soviet military build-up on the island of Cuba. Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purposes of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Upon receiving the first preliminary hard information of this nature last Tuesday morning (October 16) at 9:00 A.M., I directed that our surveillance be stepped up. And having now confirmed and completed our evaluation of the evidence and our decision on a course of action, this Government feels obliged to report this new crisis to you in fullest detail.

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium-range ballistic missiles capable of carrying a nuclear warhead for a distance of more than 1,000 nautical miles. Each of these missiles, in short, is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City, or any other city in the southeastern part of the United States, in Central America, or in the Caribbean area. . . .

This nation is prepared to present its case against the Soviet threat to peace, and our own proposals for a peaceful world, at any time and in any forum. . . .

We have in the past made strenuous efforts to limit the spread of nuclear weapons. We have proposed the elimination of all arms and military bases in a fair and effective disarmament treaty. We are prepared to discuss new proposals for the removal of tensions on both sides—including the possibilities of a genuinely independent Cuba, free to determine its own destiny. We have no wish to war with the Soviet Union, for we are a peaceful people who desire to live in peace with all other peoples.

But it is difficult to settle or even discuss these problems in an atmosphere of intimidation. That is why this latest Soviet threat—or any other threat which is made either independently or in response to our actions this week—must and will be met with determination. . . .

The path we have chosen for the present is full of hazards, as all paths are; but it is the one most consistent with our character and courage as a nation and our commitments around the world. The cost of freedom is always high—but Americans have always paid it. And one path we shall never choose, and that is the path of surrender or submission.

Our goal is not the victory of might but the vindication of right—not peace at the expense of freedom, but both peace and freedom, here in this Hemisphere and, we hope, around the world. God willing, that goal will be achieved.

*from John Kennedy, U.S., Department of State, Bulletin, Volume XLVII, No. 1220 (November 12, 1962), 715–720. (Address delivered from the White House by T.V. and radio on October 22, 1962.) Reprinted in David L. Larson, ed., The “Cuban Crisis” of 1962 (Boston: Houghton Mifflin, 1963), 41–46.*

## Research Options

1. **Recognizing Effects** Research the short- and long-term effects of the Cuban missile crisis. Then make a chart listing these effects and share it with your classmates.
2. **Creating a Multimedia Presentation** Find additional primary sources—editorial cartoons, newspaper headlines, quotes by government officials, film clips, and so forth—about the Cuban missile crisis. With your classmates, create a bulletin board display. Then discuss the climate around the world during the standoff between the United States and the Soviet Union.



CHAPTER  
**33**  
Section 5

PRIMARY SOURCE **Political Cartoon**  
by Herbert Block

*Herbert Block drew this political cartoon shortly after the Cuban missile crisis, the most serious U.S.–Soviet confrontation. Notice that, unlike many American politicians and journalists who were severely critical of the Soviet leader at the time, Block depicts Nikita Khrushchev as an equal of President Kennedy in struggling to contain nuclear war.*



“Let’s Get a Lock for This Thing,” from *Herblock: A Cartoonist’s Life* (Lisa Drew Books/Macmillan, 1993).

## Discussion Questions

1. **Analyzing Political Cartoons** What message does this cartoon send to the leaders of the United States and the Soviet Union?
2. **Forming and Supporting Opinions** Considering the climate of the Cold War in 1962, do you think the spirit of this cartoon is overly optimistic? Why or why not?





## Section 1

**LITERATURE SELECTION** *from The Nuclear Age*  
by Tim O'Brien

*The main character of this novel by American author Tim O'Brien, 49-year-old William Cowling, grew up under the dark cloud of anxiety that loomed during the height of the Cold War. In this excerpt, Cowling recalls how he reacted to the threat of nuclear attack when he was growing up in the United States in the 1950s. As you read, think about the steps Cowling takes to protect himself. Do you think his plan could help him survive a nuclear war?*

When I was a kid, I converted my Ping-Pong table into a fallout shelter. Funny? Poignant? A nifty comment on the modern age? Well, let me tell you something. The year was 1958, and I was scared. Who knows how it started? Maybe it was all that CONELRAD stuff on the radio, tests of the Emergency Broadcast System, pictures of H-bombs in *Life* magazine, strontium 90 in the milk, the times in school when we'd crawl under our desks and cover our heads in practice for the real thing. Or maybe it was rooted deep inside me. In my own inherited fears, in the genes, in a coded conviction that the world wasn't safe for human life.

Really, who knows?

Whatever the sources, I was a frightened child. At night I'd toss around in bed for hours, battling the snagged sheets, and then when sleep finally came, sometimes close to dawn, my dreams would be clotted with sirens and melting ice caps and radioactive gleamings and ICBMs whining in the dark.

I was a witness. I saw it happen. In dreams, in imagination, I watched the world end. . . .

Even as a kid, maybe because I was a kid, I understood that there was nothing make-believe about doomsday. No hocus-pocus. No midnight fantasy. I knew better. It was real, like physics, like the laws of combustion and gravity. I could truly see it: a sleek nose cone, the wiring and dials and tangled circuitry. Real fire-power, real danger. I was normal, yes, stable and levelheaded, but I was also willing to face the truth.

Anyway, I didn't have much choice. The nightmares had been squeezing my sleep for months, and finally, on a night in early May, a very quiet night, I woke up dizzy. My eyeballs ached. Things were so utterly silent I feared I'd gone deaf. Absolute

silence. I sat up and wiped my face and waited for the world to rebalance itself. I'd been dreaming of war—whole continents on fire, oceans boiling, cities in ash—and now, with that dreadful silence, it seemed that the universe had died in its sleep.

I was a child. There were few options.

I scrambled out of bed, put on my slippers, and ran for the basement. No real decision, I just did it. Basement, I thought.

I went straight for the Ping-Pong table.

Shivering, wide awake, I began piling scraps of lumber and bricks and old rugs onto the table, making a thick roof, shingling it with a layer of charcoal briquettes to soak up the deadly radiation. I fashioned walls out of cardboard boxes filled with newspapers and two-by-fours and whatever basement junk I could find. I built a ventilation shaft out of card-

board tubing. I stocked the shelter with rations from the kitchen pantry, laid in a supply of bottled water, set up a dispensary of Band-Aids and iodine, designed my own little fallout mask.

When all this was finished, near dawn, I crawled under the table and lay there face up, safe, arms folded across my chest.

And, yes, I slept. No dreams.

My father found me down there. Still half asleep, I heard him calling out my name in a voice so distant, so muffled and hollow, that it might've come from another planet.

I didn't answer.

A door opened, lights clicked on. I watched my father's slippers glide across the concrete floor.

"William?" he said.

I sank deeper into my shelter.

"Hey, cowboy," my father said. "Out."

His voice had a stern, echoing sound. It made me coil up.

***I was a witness.  
I saw it happen.  
In dreams, in  
imagination,  
I watched the  
world end.***

"Out," he repeated.

I could see the blue veins in his ankles. "Okay, in a minute," I told him. "I'm sort of busy right now."

My father stood still for a moment, then shuffled to the far end of the table. His slippers made a whish-whish noise. "Listen here," he said, "it's a swell little fort, a dandy, but you can't—"

"It's not a fort," I said.

"No?"

And so I explained it to him. How, in times like these, we needed certain safeguards. A line of defense against the man-made elements. A fallout shelter.

My father sneezed.

He cleared his throat and muttered something. Then, suddenly, in one deft motion, he bent down and grabbed me by the ankles and yanked me out from under the table.

Oddly, he was smiling.

"William," he murmured. "What's this?"

"What?"

"This. Right here."

Leaning forward, still smiling, he jabbed a finger at my nose. At first I didn't understand.

"Oh, yeah," I said. "It's a fallout mask."

Actually, of course, it was just a paper bag filled with sawdust and charcoal briquettes. The bag had ventilation holes in it, and the whole contraption was attached to my face by strings and elastic bands. I grinned and started to show him how it worked, but my father raised his arm in a quick jerky movement, like a traffic cop, as if to warn me about something, then he squeezed my shoulder.

"Upstairs," he said. "On the double. Right now."

He seemed upset.

He pulled the mask off and marched me up the stairs, coming on strong with all that fatherly stuff about how I could've caught pneumonia, how he had enough to worry about without finding his kid asleep under a Ping-Pong table. All the while he kept glancing at me with those sharp blue eyes, half apprehensive and half amused, measuring.

When we got up to the kitchen, he showed my mother the mask. "Go ahead," he said, "guess what it is." But he didn't give her a chance. "A fallout mask. See there? Regulation fallout mask."

My mother smiled.

"Lovely," she said.

Then my father told her about the Ping-Pong table. He didn't openly mock me; he was subtle about it—a certain change of tone, raising his eyebrows when he thought I wasn't looking. But I was looking. And it made me wince. "The Ping-Pong table," he said slowly, "it's now a fallout shelter. Get it? A fallout shelter." He stretched the words out like rubber bands, letting them snap back hard: "Fallout shelter. Ping-Pong."

"It's sweet," my mother said, and her eyes did a funny rolling trick, then she laughed.

"Fallout," my father kept saying.

Again, they didn't mean to be cruel. But even after they'd scooted me in for a hot bath, I could hear them hooting it up, making jokes, finally tiptoeing down to the basement for a peek at my handiwork. I didn't see the humor in it.

Over breakfast, I tried to explain that radiation could actually kill you. Pure poison, I told them.

Or it could turn you into a mutant or a dwarf or something. "I mean, cripes," I said, "don't you guys even think about it, don't you worry?" I was confused. I couldn't understand those sly smiles. Didn't they read the newspapers? Hadn't they seen pictures of people who'd been exposed to radioactivity—hair burned off, bleeding tongues, teeth falling out, skin curled up

like charred paper? Where was the joke in all that?

Somehow, though, I started feeling defensive, almost guilty, so finally I shut up and finished my pancakes and hustled off to school. God, I thought, am I crazy?

But that didn't end it.

All day long I kept thinking about the shelter, figuring ways to improve on it, drawing diagrams, calculating, imagining how I'd transform that plywood table into a real bastion against total war. In art class, I drew up elaborate renovation blueprints; in study hall, I devised a makeshift system for the decontamination of water supplies; during noon recess, while the rest of the kids screwed around, I began compiling a detailed list of items essential to human survival.

No question, it was nuke fever. But I wasn't wacko. In fact, I felt fully sane—tingling, in control.

In a way, I suppose, I was pushed on by the

***"The Ping-Pong table," he said slowly, "it's now a fallout shelter. Get it? A fallout shelter."***

memory of that snug, dreamless sleep in my shelter. Cozy and walled in and secure. Like the feeling you get in a tree house, or in a snow fort, or huddled around a fire at night. I'll even admit that my motives may have been anchored in some ancestral craving for refuge, the lion's instinct for the den, the impulse that first drove our species into caves. Safety, it's normal. The mole in his hole. The turtle in his shell. Look at history: the Alamo, castles on the Rhine, moated villages, turrets, frontier stockades, storm cellars, foxholes, barbed wire, an attic in Amsterdam, a cave along the Dead Sea. Besides, you can't ignore the realities. You can't use psychology to explain away the bomb.

I didn't need a shrink. I needed sanctuary.

And that's when the Pencil Theory hit me. I was sitting at my desk during the final hour of classes that day, daydreaming, doodling, and then bang, the answer was there like a gift from God. For a second I sat there frozen. I held the solution in my hand—a plain yellow pencil.

"Pencils," I said.

I must've said it in a loud voice, too loud, because the teacher suddenly jerked her head and gave me a long stare. I just smiled.

The rest was simple.

When the final bell rang, I trotted down to the school supply room, opened up my book bag, stuffed it full of No. 2 soft-lead pencils, zipped the bag shut, and hightailed it for home. Nothing to it. I didn't like the idea of thievery, but this wasn't a time for splitting moral hairs. It was a matter of live or die.

That evening, while my mom and dad were watching *I've Got a Secret*, I slipped down into the basement and quietly went to work reinforcing my shelter.

The theory was simple: Pencils contain lead; lead acts as an effective barrier against radiation. It made perfect sense. Logical, scientific, practical.

Quickly, I stripped the table of everything I'd piled on it the night before, and then, very carefully, I began spreading out the pencils in neat rows, taking pains not to leave any cracks or spaces. Wizard, I thought. I replaced the lumber and bricks and rugs, added a double layer of charcoal briquettes, and then crowned it off with an old mattress. All told, my shelter's new roof was maybe three feet thick. More important, though, it now included that final defensive shield of solid lead.

## Research Options

1. **Evaluating Courses of Action** William builds a fallout shelter so that he'll be safe in the event of a nuclear war. What are the pros and cons of his design? First, research the effects of nuclear war in the 1950s. Then determine whether William's fallout shelter would protect him from those effects. Share your conclusions with classmates.
2. **Creating a Multimedia Presentation** Some Americans did build backyard fallout shelters during the Cold War. Find different pictures—photographs, diagrams, advertisements—that illustrate what these fallout shelters looked like. To locate pictures, you might use resources such as history books about the Cold War in the 1950s and early 1960s, magazine articles from the time, or print or on-line encyclopedia articles. With your classmates, create a bulletin board display of fallout shelters. Then, as a class, compare the real fallout shelters with William's.

**CHAPTER**  
**33****Section 3****HISTORYMAKERS****Ho Chi Minh**  
*Father of Vietnam*

*"He was taut and quivering, with only one thought in his head, his country."—  
French Communist who worked with Ho Chi Minh*

**H**o Chi Minh spent his entire life working to win independence for his home country of Vietnam. He did not let anything stand in his way.

The Vietnamese patriot was born Nguyen That Thanh in 1890. During this time, Vietnam was part of the French colony of Indochina. At age 19, he left for Europe to learn from the West how to defeat it. He took a job as a cook's assistant on a steamer. The ship brought him to Asia, Europe, Africa, and the United States.

In 1919, Nguyen was in Paris during the talks that led to the Treaty of Versailles, which ended World War I. He hoped to meet with American President Woodrow Wilson to plead for the right of self-determination for the people of Vietnam. However, it became clear that the right of national self-rule would apply only to European countries and not their colonies. Frustrated, Nguyen joined French socialists and wrote articles against French colonial rule. At a 1920 meeting, the socialists split into two groups. Nguyen joined the faction that called for the end to European colonialism. This group became the French Communist party.

Nguyen spent the next 20 years traveling and studying in the Soviet Union, Europe, and China. He organized a group of like-minded people from the colonial countries in Asia and called his party the League of Oppressed Peoples of Asia. However, he sometimes fell into trouble with authorities. He was arrested as a troublemaker in Hong Kong.

In 1941, Nguyen finally reached Vietnam again. He formed a revolutionary group called the Viet Minh. He placed all those fighting for independence under his authority. At this time, he took the name Ho Chi Minh, which means "Enlightened One."

Early in World War II, Japan conquered Indochina. Ho was pleased to see the French gone, but he "feared the Japanese wolf as much as he opposed the French tiger." He fought the Japanese even though it meant defying the Soviet Union, which had a nonaggression pact with Germany and Japan.

In 1942, Ho went to China to seek help. He was arrested as a French spy and held in a Chinese prison. He won his release by agreeing to supply the Chinese and Americans with intelligence reports on Japanese army movements in Vietnam. Japan finally surrendered to the allies on September 1, 1945. The next day, Ho declared the independence of Vietnam: "We hold the truth that all men are created equal, that they are endowed by their Creator with certain inalienable rights, among them life, liberty, and the pursuit of happiness." He was sure that the United States—whose Declaration of Independence he echoed—would support him.

Criticized as a Communist, Ho briefly disbanded the Communist Party. He got the French to recognize his government, but by 1946 they broke their deal and sent troops to reclaim Indochina. Ho's forces finally drove the French out of Vietnam. However, a peace settlement split the country in two. Ho kept control of the north while non-Communist forces held the south. The agreement called for the country to be united in two years under a government to be elected by all the people of Vietnam.

No elections were ever held, and Ho's North Vietnamese Communist troops tried to win control in the south. In the 1960s, the United States entered the conflict in support of South Vietnam to try to prevent the Communist takeover of the country. From 1954 until his death in 1969, Ho's leadership role was gradually reduced. His goal of a unified Vietnam would be realized in 1976.

## Questions

1. **Forming Opinions** What do you think of Ho's idea of learning from Europe how to defeat it?
2. **Making Inferences** Why did Ho use words from the American Declaration of Independence when he declared the independence of Vietnam?
3. **Drawing Conclusions** How did Ho show his own independence?





## Section 4

## HISTORYMAKERS

# Ruholla Khomeini

## *Traditional Revolutionary*

***"We don't say that the Government must be composed by the clergy but that the Government must be directed and organized according to the divine law, and this is only possible with the supervision of the clergy."—Khomeini, Unveiling the Mysteries (1941)***

Voicing the centuries-old principles of Islam, Ayatollah Ruholla Khomeini used today's technology to lead a long-distance revolution. In an increasingly secular world, he ruled his nation by religious law.

Khomeini was born in 1902 in Persia, which is modern Iran. One grandfather and his father both were ayatollahs. This title, which means "the Sign of God," is given to Iran's religious leaders of the Shi'a branch of Islam. This is the religion of more than 90 percent of Iranians.

In 1907, Khomeini's father was killed while on a pilgrimage when the boy was five years old. Young Khomeini was raised by his mother and an aunt, who taught him that it was his duty to protect Islam. He studied in Qum, a city sacred to Shi'a Muslims. Until 1962, Khomeini concentrated on studying and teaching the principles of Islam. He trained more than 1,000 of Iran's Muslim clergy.

Khomeini believed that Muslim clerics should play a leading role in an Islamic state. He read *The Republic*, the description of an ideal government by the ancient Greek philosopher Plato. In this work, Plato argued that a wise ruler—a philosopher-king—was the best choice to lead a people. Some think this idea influenced Khomeini, though the idea that a Muslim state should be governed by Muslim law was squarely in the Islamic tradition. Khomeini crystallized his thinking in the 1941 book *Unveiling the Mysteries*. He blasted the shah, Iran's ruler, for attacking the Muslim clergy, destroying Islamic culture, and giving in to Western powers. Khomeini later made similar charges against the shah's son, Mohammed Reza Pahlavi, who ruled from 1941 to 1979.

Khomeini's opposition to Shah Pahlavi began in earnest in 1962. That year, Khomeini led the Islamic clergy in a large-scale strike to protest a new law. The law said that witnesses in Iranian courts no longer had to swear on the Qur'an. Khomeini also protested the shah's "White Revolution," a program meant to modernize—and Westernize—Iran. In

1963, Khomeini told a crowd of 100,000 that the shah should be overthrown. When Khomeini was arrested, riots broke out across the land.

In 1964, the shah exiled Khomeini. He stayed briefly in Turkey but lived from 1965 to 1978 in Iraq. Nevertheless, he maintained his attacks on the shah. Followers tape-recorded his lectures and smuggled them back to Iran. While he criticized the shah's policies, Iranians were frustrated that the wealth earned from selling oil benefited only a few.

In 1977, Khomeini's oldest son died. Many thought that the shah's secret police had killed him, although it was never proven. Later, Khomeini called for the army to depose the shah. As a result, the shah pressured Iraq to expel Khomeini, who later moved to France. Contacting followers by phone, Khomeini persuaded more than 180,000 members of Iran's clergy to call for strikes. As protests grew, the shah lost control of his country. In January of 1979, he fled. On February 1, Khomeini returned in triumph, greeted by millions along his route from the airport to Teheran, the capital city.

Though Khomeini had no formal title, he was effectively the ruler of Iran for ten years. He worked to make Iran reflect "the image of Muhammad." He banned influences such as coeducational schools, Western movies, and Western television shows. He also led Iran in a long and bloody war with its neighbor, Iraq. His will, read at his death in 1989, said "he was proud to be trying to implement the rules of the holy Qur'an and the traditions of the Prophet."

## Questions

- Following Chronological Order** Prepare a chronology of Khomeini's life.
- Analyzing Primary Sources** How does the quotation at the top of the page reveal Khomeini's thinking about religion and government?
- Drawing Conclusions** What Western ideas or methods did Khomeini use to achieve his goals?

CHAPTER  
**33**

## Section 1

## CONNECTIONS ACROSS TIME AND CULTURES

*Restoring the Peace*

## THEMATIC CONNECTION:

## POWER AND AUTHORITY

*As you read in this chapter, two superpowers—the United States and the Soviet Union—emerged at the end of World War II. Allied during war, they disagreed sharply over postwar plans for the “victorious peace” and split Europe into a democratic West and a Communist East. After World War I, the Treaty of Versailles tried to establish a lasting peace, but Europe was at war again barely 20 years later. What factors might account for the continuing tensions after both world wars of the twentieth century? Review Chapter 29, Section 4, and answer the questions that follow.*

1. After World War I, the victorious allies had different goals. France and England, determined to protect their national security, wanted to punish Germany and make it incapable of fighting another war. America’s President Wilson wanted to create a lasting peace supervised by the League of Nations.
  - a. After World War II, what were the U. S. goals for peace? \_\_\_\_\_
  - b. What were the goals of the Soviet Union? \_\_\_\_\_
2. After World War I, the Allies took territory away from Germany, limited the size of the German army, and required Germany to pay \$33 billion in reparations. How did the Allies treat Germany after World War II? \_\_\_\_\_  
\_\_\_\_\_
3. The Treaty of Versailles established the League of Nations after World War I. However, the United States did not join, Germany and the Soviet Union were not members, and the League proved unable to preserve world peace. How successful was the United Nations, the world peacekeeping body established after World War II? \_\_\_\_\_  
\_\_\_\_\_
4. The Soviet Union was not included in the peace discussions among the Allies after World War I. In fact, some of its territory was taken to form independent nations in central Europe.
  - a. How did the other Allies treat the Soviet Union after World War II? \_\_\_\_\_
  - b. How might the experience of the Soviet Union after World War I have affected its policies after World War II? \_\_\_\_\_
5. The United States refused to sign the Treaty of Versailles or join the League of Nations after World War I. How was U.S. policy different after World War II? \_\_\_\_\_  
\_\_\_\_\_
6. A little more than 20 years after World War I ended, another massive international conflict began. Even though there have been many wars since the end of World War II, there has not been a worldwide war. In your opinion, what are the major factors that have contributed to the relative peace since World War II? \_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**33**  
**Section 1****SCIENCE & TECHNOLOGY****Super Spy Plane**

*During the Cold War, the Soviet Union and the United States competed for influence in the world and in space. The ability of one nation to gather secret information about the other was vital to maintaining power. As a result, each country spent millions of dollars to develop spying technology.*

By the early 1960s, the American U-2 spy planes were becoming vulnerable to surface-to-air missiles. As a result, the United States Air Force asked the Lockheed Corporation to develop a reconnaissance plane that could fly faster than the speed of sound. At the super-secret “Skunk Works” in Palmdale, California, Lockheed engineers developed the world’s fastest airplane. Originally code-named Project Oxcart, the SR-71 Blackbird entered active service in 1966 and became one of the most amazing aircraft ever to fly.

This plane is 161 feet long and is covered with special black paint that makes it nearly invisible to radar. The Blackbird holds the world speed record for an airplane, which stands at 2,193 miles per hour—more than three times the speed of sound. It normally flies at altitudes above 85,000 feet. By comparison, a passenger jet flies around 500 miles per hour at altitudes of about 33,000 feet.

The shell of the SR-71 is made of titanium. A large amount of heat from air friction causes the skin of the plane to expand during flight. Captain Thomas L. Peterson, a Blackbird pilot, said “The [windshield] gets so hot that a pilot can’t keep his hand on it for more than 20 seconds even with flame-retardant gloves.” A fast landing speed requires the use of a parachute to help the plane stop. The wheels are filled with nitrogen, instead of normal air, to keep the tires from burning up when they touch the runway. Special fuel, called JP-7, was developed to keep the engines running at high altitudes.

Blackbird crews start getting ready for a flight three days before takeoff. Navigation preparation is especially important since the plane covers more than 30 miles every minute. The pilot, navigator, and radar officer wear pressure suits similar to an astronaut’s and use oxygen tanks to help their breathing. Special engines are used to start the aircraft. During photographic spying missions, the Blackbird’s cameras can take pictures of 100,000 square miles every hour.

The SR-71 was used extensively for spying and

reconnaissance missions during the Vietnam War and the several years that followed. Improved technology of space-based spy satellites, combined with high maintenance and operating costs of the SR-71, made it difficult to justify the continued operation of the plane.

The last operational flight of an SR-71 was made in 1989, and the remainder of the Blackbird squadrons have since been deactivated. It flew for almost 25 years, set many still-standing speed records, and made an immeasurable contribution to national security during a difficult time in the history of the United States.

**Questions**

1. **Drawing Conclusions** Why did the Air Force decide to stop flying the SR-71?
2. **Clarifying** How much area can the Blackbird’s cameras photograph in an hour?
3. **Comparing and Contrasting** Compare the advantages and disadvantages of a space-based satellite and the SR-71 Blackbird.

Courtesy Lockheed Martin Skunk Works.



**A Blackbird soars through the sky. In 1991, the SR-71 broke the transcontinental speed record when it flew from California to Maryland in just over an hour.**





## Section 1

## RETEACHING ACTIVITY

*Cold War:  
Superpowers Face Off*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                              |                                       |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| _____ 1. Soviet leader at Yalta                                                                                              | A. Marshall Plan                      |
| _____ 2. International organization formed to protect its members against aggression                                         | B. Harry S. Truman                    |
| _____ 3. U.S. president at Yalta                                                                                             | C. brinkmanship                       |
| _____ 4. British representative at conference at Potsdam, Germany                                                            | D. Truman Doctrine                    |
| _____ 5. Phrase used to represent Europe's division into mostly democratic Western Europe and Communist Eastern Europe       | E. Stalin                             |
| _____ 6. U.S. foreign policy directed at blocking Soviet influence and stopping the expansion of communism                   | F. Franklin D. Roosevelt              |
| _____ 7. Truman's pledge of support for countries that rejected communism                                                    | G. Warsaw Pact                        |
| _____ 8. U.S. assistance program that would provide food, machines, and other materials to European countries that needed it | H. containment                        |
| _____ 9. Struggle between the United States and the Soviet Union over political differences carried on by means short of war | I. North Atlantic Treaty Organization |
| _____ 10. Defensive military alliance of 10 Western European nations with the United States and Canada                       | J. iron curtain                       |
| _____ 11. Soviet alliance with East Germany, Czechoslovakia, Poland, Hungary, Romania, Bulgaria, and Albania                 | K. Cold War                           |
| _____ 12. Willingness of a country to go to the edge of war                                                                  | L. United Nations                     |



CHAPTER  
**33**  
Section 2

**RETEACHING ACTIVITY**

## *Communists Take Power in China*

**Sentence Completion** Select the name or term that best completes the sentence.  
Write the name or term in the blank.

China  
Taiwan  
Dalai Lama  
communes  
People's Republic of China

Soviet Union  
Mao Zedong  
Great Leap Forward  
Cultural Revolution

Germany  
Jiang Jieshi  
Tibet  
Red Guards

1. Country that suffered World War II casualties second only to those of the Soviet Union:  
\_\_\_\_\_
2. Communist Chinese leader who held a stronghold in northwestern China:  
\_\_\_\_\_
3. Leader of Nationalist forces that dominated southwestern China:  
\_\_\_\_\_
4. New name for China under Mao Zedong: \_\_\_\_\_
5. Island to which Nationalist forces retreated: \_\_\_\_\_
6. Country that provided aid to Communist China: \_\_\_\_\_
7. Country taken over by China in a brutal assault in 1950 and 1951:  
\_\_\_\_\_
8. Tibetan religious leader who fled to India when China took control of Tibet:  
\_\_\_\_\_
9. Mao's plan for large collective farms: \_\_\_\_\_
10. Large collective farms where peasants worked the land together and life was strictly controlled:  
\_\_\_\_\_
11. Militia units formed when Mao attempted to revive the revolution in 1966:  
\_\_\_\_\_
12. Major uprising in China whose goal was to establish a society in which all were equal and intellectual and artistic activity was considered dangerous: \_\_\_\_\_

**CHAPTER**  
**33****Section 3****RETEACHING ACTIVITY** *Wars in Korea and Vietnam*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. At the end of World War II, Korea was divided into the Communist South and non-Communist North along the 38th parallel.  
\_\_\_\_\_
- \_\_\_\_\_ 2. President Roosevelt was determined to help South Korea resist Communism.  
\_\_\_\_\_
- \_\_\_\_\_ 3. The UN leader in a surprise attack against Communist forces in Korea was Douglas MacArthur.  
\_\_\_\_\_
- \_\_\_\_\_ 4. General MacArthur asked the president to launch a nuclear attack against China.  
\_\_\_\_\_
- \_\_\_\_\_ 5. Under Kim Jong's rule, North Korea developed nuclear arms and its economy prospered.  
\_\_\_\_\_
- \_\_\_\_\_ 6. Ho Chi Minh was a Korean nationalist who sought support from Communists in freeing his country from French control.  
\_\_\_\_\_
- \_\_\_\_\_ 7. The Vietminh League was a nationalist body that used hit-and-run tactics against the French.  
\_\_\_\_\_
- \_\_\_\_\_ 8. The theory that the fall of one Southeast Asian nation to Communism would lead to the fall of its neighbors was called containment.  
\_\_\_\_\_
- \_\_\_\_\_ 9. The United States and France set up an anti-Communist government with Ngo Dinh Diem as its leader.  
\_\_\_\_\_
- \_\_\_\_\_ 10. The Vietcong were Communist guerrillas who opposed Diem's government.  
\_\_\_\_\_



## Section 4

## RETEACHING ACTIVITY

*The Cold War  
Divides the World*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. During the Cold War, the Third World consisted of</p> <ul style="list-style-type: none"><li>a. developing nations not aligned with either the United States or the Soviet Union.</li><li>b. capitalist nations, including the United States and its allies.</li><li>c. Communist nations led by the Soviet Union.</li><li>d. nations involved in the Cold War itself.</li></ul> <p>_____ 2. Countries that remained independent of either of the Cold War superpowers were called</p> <ul style="list-style-type: none"><li>a. neutral powers.</li><li>b. Allies.</li><li>c. satellite nations.</li><li>d. nonaligned nations.</li></ul> <p>_____ 3. The leader of the revolution against Fulgencio Batista in Cuba was</p> <ul style="list-style-type: none"><li>a. Nikita Khrushchev.</li><li>b. Anastasio Somoza.</li><li>c. Fidel Castro.</li><li>d. Daniel Ortega.</li></ul> <p>_____ 4. The 1962 confrontation in Cuba between the United States and the Soviet Union was caused by</p> <ul style="list-style-type: none"><li>a. Castro's taking over U.S.-owned sugar mills.</li><li>b. Soviet buildup of missiles in Cuba.</li><li>c. the U.S. embargo on trade with Cuba.</li><li>d. Castro's and Khrushchev's trade agreements.</li></ul> | <p>_____ 5. In the civil war in Nicaragua, the United States switched its support from the Sandinista rebels to</p> <ul style="list-style-type: none"><li>a. the Contras.</li><li>b. Anastasio Somoza.</li><li>c. Violeta Chamorro.</li><li>d. El Salvador.</li></ul> <p>_____ 6. The Iranian leader who, after World War II, embraced Western governments and wealthy Western oil companies was</p> <ul style="list-style-type: none"><li>a. Prime Minister Muhammad Mossadeq.</li><li>b. Ayatollah Ruholla Khomeini.</li><li>c. Saddam Hussein.</li><li>d. Shah Mohammed Reza Pahlavi.</li></ul> <p>_____ 7. Conservative Muslim leaders in Iran were known as</p> <ul style="list-style-type: none"><li>a. shahs.</li><li>b. sheiks.</li><li>c. ayatollahs.</li><li>d. <i>mujahideen</i>.</li></ul> <p>_____ 8. An organization of Islamic religious students who established a harsh and repressive rule were known as</p> <ul style="list-style-type: none"><li>a. the ayatollahs.</li><li>b. the Taliban.</li><li>c. the <i>mujahideen</i>.</li><li>d. the Contras.</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

CHAPTER  
**33**

Section 5

RETEACHING ACTIVITY

*The Cold War Thaws*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                     |                           |
|---------------------------------------------------------------------------------------------------------------------|---------------------------|
| _____ 1. A postwar satellite country in Eastern Europe                                                              | A. Imre Nagy              |
| _____ 2. Member of the Soviet Communist party who came to power after Stalin's death                                | B. Lyndon Johnson         |
| _____ 3. Communist leader who formed a new government in Hungary                                                    | C. Romania                |
| _____ 4. Event that caused Khrushchev to lose prestige in the Soviet Union                                          | D. Richard Nixon          |
| _____ 5. Succeeded Khrushchev as leader of the Communist party in the Soviet Union                                  | E. Ronald Reagan          |
| _____ 6. Soviet dissident who won the 1970 Nobel Prize for literature                                               | F. Nikita Khrushchev      |
| _____ 7. U.S. president during the Cuban missile crisis                                                             | G. Leonid Brezhnev        |
| _____ 8. Became president after John Kennedy was assassinated                                                       | H. SALT                   |
| _____ 9. U.S. policy of lessening Cold War tensions by backing away from direct confrontation with the Soviet Union | I. John F. Kennedy        |
| _____ 10. U.S. president whose policies grew out of a philosophy of realpolitik                                     | J. détente                |
| _____ 11. Strategic Arms Limitation Treaty                                                                          | K. Aleksandr Solzhenitsyn |
| _____ 12. Anti-Communism U.S. president who took office in 1981                                                     | L. Cuban missile crisis   |

CHAPTER  
**34**

Section 1

GUIDED READING

# *The Indian Subcontinent Achieves Freedom*

**A. Following Chronological Order** As you read this section, take notes to answer the questions about the time line.

|      |                                                                      |                                                                          |
|------|----------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1920 | Mohandas Gandhi launches first nonviolent campaign for independence. | 1. What were the major concerns of the Muslim League?                    |
|      |                                                                      | 2. What problems had to be resolved in the months prior to independence? |
| 1940 | Muslim League proposes partition of India at Lahore Conference.      | 3. What were the terms of the cease-fire?                                |
| 1947 | India and Pakistan become independent.                               |                                                                          |
| 1949 | UN arranges cease-fire between India and Pakistan in Kashmir.        | 4. How did Nehru contribute to India's modernization and democracy?      |
|      |                                                                      | 5. What events led to the creation of this new nation?                   |
| 1964 | Jawaharlal Nehru dies.                                               |                                                                          |
| 1971 | The nation of Bangladesh is formed.                                  | 6. What major problem did Indira Gandhi face?                            |
| 1980 | Indira Gandhi is reelected India's prime minister.                   | 7. What was the cause of turmoil in Sri Lanka?                           |
| 1987 | Leaders of India and Sri Lanka reach an accord.                      |                                                                          |

**B. Clarifying** On the back of this paper, identify each of the following people:

Muhammad Ali Jinnah      Benazir Bhutto

CHAPTER  
**34**

## Section 2

## GUIDED READING

# *Southeast Asian Nations Gain Independence*

**A. Drawing Conclusions** As you read about Southeast Asia, answer the questions that follow.

**1. What was the Bell Act?**

a. Why did the Filipinos object to this act?

b. Why did they agree to sign it?

**2. Why did the United States demand a long lease on its military and naval bases in the Philippines?**

**3. Why does the Philippine constitution restrict the president to a single term of office?**

**4. What role did each play in recent Burmese history?**

a. General Ne Win

b. National League for Democracy

**5. What is the current political status of these former British colonies?**

a. Singapore

b. Malaya

c. Sarawak and Sabah

**6. What factors finally forced Indonesian dictator Suharto to step down?**

**B. Recognizing Facts and Details** On the back of this paper, identify each of the following:

Ferdinand Marcos   Corazón Aquino   Aung San Suu Kyi   Sukarno   Suharto



CHAPTER  
**34**

## Section 3

GUIDED READING *New Nations in Africa*

**A. Determining Main Ideas** As you read this section, write notes about each African nation. Describe how each nation gained independence and the reforms and problems that followed independence.

|                          |                    |           |
|--------------------------|--------------------|-----------|
| <b>1. Ghana</b>          | Nkrumah's reforms: | Problems: |
| Tactics used by Nkrumah: |                    |           |

|                          |                     |           |
|--------------------------|---------------------|-----------|
| <b>2. Kenya</b>          | Kenyatta's reforms: | Problems: |
| Tactics used by Mau Mau: |                     |           |

|                          |                |           |
|--------------------------|----------------|-----------|
| <b>3. Zaire</b>          | Mobutu's rule: | Problems: |
| How independence gained: |                |           |

|                          |                      |           |
|--------------------------|----------------------|-----------|
| <b>4. Algeria</b>        | Ben Bella's program: | Problems: |
| How independence gained: |                      |           |

|                          |                      |                 |
|--------------------------|----------------------|-----------------|
| <b>5. Angola</b>         | Causes of civil war: | Other problems: |
| How independence gained: |                      |                 |

**B. Analyzing Issues** On the back of this paper, explain the reason for the formation of the **Négritude movement**.

CHAPTER  
**34**

Section 4

GUIDED READING *Conflicts in the Middle East*

**A. Analyzing Causes and Recognizing Effects** As you read this section, fill in the chart to describe cause-and-effect relationships in the Middle East.

| Causes | Actions                                                | Effects |
|--------|--------------------------------------------------------|---------|
|        | 1. Britain issues the Balfour Declaration.             |         |
|        | 2. Independent Israel is created.                      |         |
|        | 3. The 1956 Arab-Israeli war breaks out.               |         |
|        | 4. The 1967 Six-Day War begins.                        |         |
|        | 5. The 1973 Yom Kippur War begins.                     |         |
|        | 6. Sadat and Begin sign the Camp David Accords.        |         |
|        | 7. Rabin and Arafat issue a Declaration of Principles. |         |

**B. Recognizing Facts and Details** On the back of this paper, identify the following:

Suez Crisis      Golda Meir      PLO

CHAPTER  
**34**

## Section 5

GUIDED READING *Central Asia Struggles*

**A. Drawing Conclusions** As you read about the struggles of Central Asia, take notes to answer the following questions.

**Freedom in Central Asia brings new challenges**

|                                                                                             |  |
|---------------------------------------------------------------------------------------------|--|
| 1. Since gaining independence, why have the nations of Central Asia struggled economically? |  |
| 2. Why have many regional wars been fought in Central Asia?                                 |  |

**Afghanistan Struggles for Freedom**

|                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------|--|
| 3. During the 1800s, why did Britain want to gain control over Afghanistan? Why did Russia want control over this region? |  |
| 4. Why did the Soviet Union invade Afghanistan in 1979?                                                                   |  |

**Rise and Fall of the Taliban**

|                                                          |  |
|----------------------------------------------------------|--|
| 5. How did rule by the Taliban affect Afghanistan?       |  |
| 6. How did the United States help to defeat the Taliban? |  |

**B. Perceiving Cause and Effect** On the back of this paper identify each of the following.

Transcaucasian Republics    Central Asian Republics    mujahideen    Taliban

CHAPTER  
**34**

**BUILDING VOCABULARY**

# *The Colonies Become New Nations*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                             |                                                                                             |
|-----------------------------|---------------------------------------------------------------------------------------------|
| ____ 1. partition           | a. a leader in Kenya's independence movement and the country's first president              |
| ____ 2. Ferdinand Marcos    | b. a widespread Palestinian campaign of civil disobedience                                  |
| ____ 3. Jomo Kenyatta       | c. the first prime minister of India after the country gained its independence              |
| ____ 4. Mobutu Sese Seko    | d. the term given to the division of India into separate Hindu and Muslim nations           |
| ____ 5. Muhammad Ali Jinnah | e. leader of the Muslim League who became Pakistan's first governor-general                 |
| ____ 6. Suharto             | f. general who seized power in Indonesia in 1965 and turned the country into a police state |
| ____ 7. Jawaharlal Nehru    | g. the authoritarian ruler of the Philippines from 1966 to 1986                             |
| ____ 8. intifada            | h. ruler of Zaire from 1965 to 1997                                                         |

**B. Evaluating** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_ 1. The Central Asian Republics consist of Uzbekistan, Turkmenistan, Tajikistan, Kazakhstan, and Kyrgyzstan.  
\_\_\_\_\_
- \_\_\_\_ 2. The conservative Islamic group that gained control of Afghanistan after rebel groups defeated the Soviets was known as the *mujahideen*.  
\_\_\_\_\_
- \_\_\_\_ 3. In 1969, Yasir Arafat became chairman of the Palestine Liberation Organization (PLO), which is devoted to the establishment of a Palestinian state.  
\_\_\_\_\_
- \_\_\_\_ 4. The Egyptian president who planned a joint Arab attack on Israel in 1973 and then four years later recognized Israel's right to exist was Ahmed Ben Bella.  
\_\_\_\_\_

**C. Writing** Write a paragraph identifying the following women and telling what they have in common.

Indira Gandhi

Benazir Bhutto

Corazón Aquino

Golda Meir

CHAPTER  
**34**

Section 3

**SKILLBUILDER PRACTICE** *Evaluating Decisions*

*To evaluate a decision means to decide whether it is a good decision or a bad one. One way to evaluate a decision is to look at its consequences, both short-term and long-term. In 1961, the East African colony of Tanganyika won independence from Britain. In 1964, Tanganyika united with the island country of Zanzibar to form the nation of Tanzania. As president of Tanzania until 1985, Julius Nyerere made some important decisions that greatly affected the future of the new nation. Read the passage below and then evaluate Nyerere's decisions. (See Skillbuilder Handbook)*

At independence, Tanzania was a poor agricultural country. In 1966, Julius Nyerere decided to take drastic steps to try to improve the economy. He feared that Tanzania was developing “an economic and social elite whose prime concern was profits for themselves and not the needs of the majority.” He urged people to be guided by ideals of self-sacrifice and self-reliance.

Nyerere wanted to develop a socialist economy based on traditional African village life. He downplayed industry and instead concentrated on farming. Moreover, he tried to avoid asking other countries for aid. Government officials were required to follow a strict code of ethics.

To accomplish his goals, Nyerere called for building *ujamaa* villages. (*Ujamaa* means “family-

hood” in Swahili.) In these villages, each person was expected to work for the common good. In return, the government promised to support medical care and education.

Many Tanzanians shared Nyerere's dream for a new society. Nyerere was popular among the ordinary people of the countryside. However, his *ujamaa* villages were less popular. People who were forced to move to the villages were unhappy. Sometimes wealthy peasants tried to take over leadership of the villages.

After ten years of Nyerere's economic experiment, the country was poorer. Food production was not keeping up with increasing population. Without foreign investments, there were few industrial jobs. Nyerere began to make reforms.

1. What economic decisions did Nyerere make for Tanzania? \_\_\_\_\_  
\_\_\_\_\_
2. How did these decisions affect life and work in Tanzania? \_\_\_\_\_  
\_\_\_\_\_
3. How would you evaluate these decisions? \_\_\_\_\_  
\_\_\_\_\_
4. What other options might Nyerere have considered? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**34**  
**Section 3**

**GEOGRAPHY APPLICATION: MOVEMENT**

# *The Congo Gains Independence*

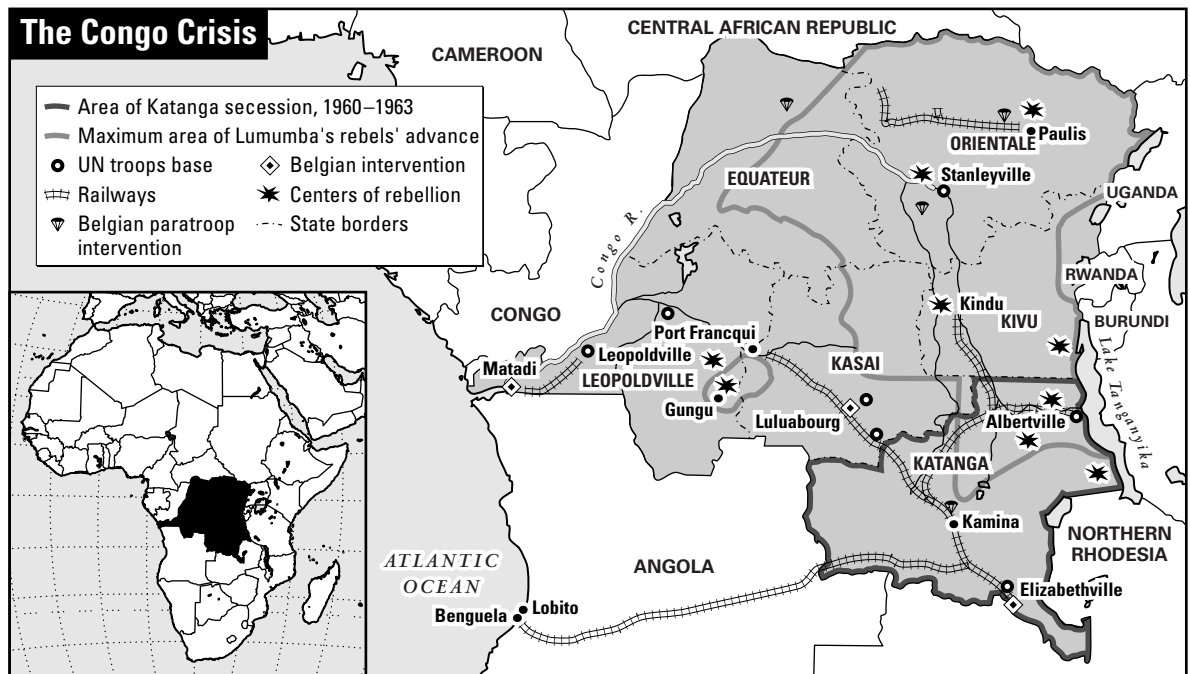
*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

In 1878, King Leopold II of Belgium formed the International Congo Association from territory in the middle of Africa. He wanted to profit from the natural resources there. Upon Leopold's death in 1909, the Belgian government inherited the territory and renamed it the Belgian Congo. Belgium continued to exploit the labor of the Congolese people through the next 45 years.

By the late 1950s, Belgian rule had created a western-educated middle class in the Congo. This educated class became nationalistic and sought the country's independence. In 1959, nationalist sentiment erupted in a revolt against the Belgian rulers. The Belgian government panicked and quickly granted independence in 1960. In the first general election in the Congo, no party gained a majority. However, a compromise was reached in which two opposing leaders, Joseph Kasavubu and Patrice Lumumba, agreed to share power.

Following this election, more revolts broke out against the Belgians, who still controlled the army. In July of 1960, the wealthy province of Katanga even broke away from the rest of the country. Belgian paratroopers went in to restore order and protect Belgian citizens.

Later in 1960, Kasavubu had gained enough power to dismiss Lumumba, who was later assassinated. As a result, Lumumba's supporters started a rival government. Civil war followed between Kasavubu and Lumumba's supporters. Kasavubu asked the United Nations to send soldiers to help. In 1961, the rival groups reached a compromise that united the country except for the Katanga province, which later re-joined the Congo in 1964. The country was torn by more internal strife until 1965, when Joseph Désiré Mobutu, an army leader, took control and formed a dictatorial government that lasted for 32 years.



## Interpreting Text and Visuals

1. Why was King Leopold II interested in colonizing Africa? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Where is the Congo located? \_\_\_\_\_  
\_\_\_\_\_
3. In what portion of the country were most of the areas of rebellion located? \_\_\_\_\_  
\_\_\_\_\_
4. What group sparked the movement toward independence? \_\_\_\_\_  
\_\_\_\_\_
5. In what part of the country were the majority of the Belgian paratroopers dropped? \_\_\_\_\_  
\_\_\_\_\_
6. In what part of the country were the majority of the United Nations bases located? \_\_\_\_\_  
\_\_\_\_\_
7. Describe the events that led to the civil war. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



CHAPTER  
**34**  
Section 1

PRIMARY SOURCE

# from First Servant of the Indian People

## Speech by Jawaharlal Nehru

*After gaining independence from Britain, India became free on August 15, 1947. On that day, India's first prime minister, Jawaharlal Nehru, delivered a speech to the Indian people. As you read this speech excerpt, think about the problems that Nehru believed his nation had to resolve in order to move forward.*

Fellow countrymen, it has been my privilege to serve India and the cause of India's freedom for many years. Today I address you for the first time officially as the First Servant of the Indian people, pledged to their service and their betterment. I am here because you willed it so and I remain here so long as you choose to honour me with your confidence.

We are a free and sovereign people today and we have rid ourselves of the burden of the past. We look at the world with clear and friendly eyes and at the future with faith and confidence.

The burden of foreign domination is done away with, but freedom brings its own responsibilities and burdens, and they can only be shouldered in the spirit of a free people, self-disciplined, and determined to preserve and enlarge that freedom. . . .

Our first and immediate objective must be to put an end to all internal strife and violence, which disfigure and degrade us and injure the cause of freedom. They come in the way of consideration of the great economic problems of the masses of the people which so urgently demand attention. . . .

We cannot solve these problems suddenly, but we cannot also delay their solution. So we must plan wisely so that the burdens on the masses may grow less and their standards of living go up. . . . We have to change rapidly our antiquated land tenure system, and we have also to promote industrialization on a large and balanced scale, so as to add to the wealth of the country, and thus to the national dividend which can be equitably distributed.

Production today is the first priority, and every attempt to hamper or lessen production is injuring the nation, and more especially harmful to our labouring masses. But production by itself is not enough, for this may lead to an even greater concentration of wealth in a few hands, which comes in the way of progress and which, in the context of

today, produces instability and conflict. Therefore, fair and equitable distribution is essential for any solution of the problem.

The Government of India have in hand at present several vast schemes for developing river valleys by controlling the flow of rivers, building dams and reservoirs and irrigation works and developing hydro-electric power. These will lead to greater food production and to the growth of industry and to all-round development. These schemes are thus basic to all planning and we intend to complete them as rapidly as possible so that the masses may profit.

All this requires peaceful conditions and the co-operation of all concerned, and hard and continuous work. Let us then address ourselves to these great and worthy tasks and forget our mutual wrangling and conflicts. There is a time for quarrelling and there is a time for co-operative endeavour. There is a time for work and there is a time for play. Today, there is no time for quarrelling or overmuch play, unless we prove false to our country and our people. Today, we must co-operate with one another and work together, and work with right goodwill.

*from Jawaharlal Nehru, speech broadcast from New Delhi, August 15, 1947. Reprinted in Jawaharlal Nehru, Independence and After: A Collection of Speeches 1946–1949 (New York: John Day Company, 1950), 7–8*

## Activity Options

1. **Summarizing Written Texts** Make a chart listing the economic problems that the prime minister of the newly independent India faced and the solutions that he proposed. Then share your chart with classmates.
2. **Recognizing Purpose** Deliver Nehru's speech to your classmates. Remember to speak clearly and to use an appropriate tone of voice to convey Nehru's message on India's first day of freedom.



## Section 2

**PRIMARY SOURCE** *from* **The Snap Revolution**  
by James Fenton

*Although Corazón Aquino won the presidential election in the Philippines in 1986, President Ferdinand Marcos also claimed victory. Widespread election fraud by the Marcos regime sparked public outrage, and many soldiers, including Lieutenant General Fidel Ramos, revolted. This eyewitness account describes an encounter between Aquino supporters and pro-Marcos forces under General Ver.*

Eventually we found our way down to a stretch of the Avenue where the attacking soldiers were supposed to be.

Their vehicles were pointed in the wrong direction and they were well and truly stuck in the crowd. I went up to the officer in the first jeep and asked him what was happening. He was rather tight-lipped. All they wanted to do, he said, was go back to their base at Fort Bonifacio. But the people wouldn't let them. As he said this, the soldiers in the back seat were making Laban signs [hand signals showing support for Aquino] at me. The crowd had given them bags of bread rolls.

The officer seemed to think the people were being thoroughly unreasonable. But what could a mere four truckloads of them do against all these millions? People were coming up and cheering them and saying: "You are our brothers. You're Filipinos like us." Jojo asked one soldier whom he supported.

"I don't know," he said. "I'm confused. We have two commanders, Ramos and Ver. We don't know which to support."

We went to the next truck. Jojo asked a soldier: "Are you confused? You seem to have two commanders."

The soldier said: "No, I am not confused. We have only one commander."

Jojo said: "So which is your commander—Ramos or Ver?"

"I don't know," the soldier replied.

These men had been brought in from Mindanao, and they were supposed to be pretty ruthless types. One of them said: "I just want to go back to Zambo." (Zamboanga.) They were absolutely loaded down with bandoleers of bullets. They had machine-guns—they had everything—and they were entirely nonplussed. At the back of the stranded convoy sat one such soldier, visibly teetering on the edge of defection. A man came up to him and said, "Here, take my watch, take it as a souvenir. Please, go on. We are all Filipinos and we

shouldn't kill each other." The soldier was terribly embarrassed. It was a gold watch and the man had tears in his eyes. Only yesterday I had seen my taxi-man bribing a soldier just like this one. This gesture of the man's was like an honest bribe. It was half sordid, half heroic. The crowd told the soldier to take the watch, but the soldier could only shake his head. If he was going to come over to the people, he couldn't come over on a bribe. The gesture was a rebuke to him. It said so much about the relationship between the military and the people.

And it was part of the genius of the Filipino revolution that it moved forward on simple gestures like this. It was essentially a confrontation between a cynical and a heroic view of the national character. Marcos had opted quite openly for cynicism. Filipinos, he had said, both before and after polling day, were great ones for joining bandwagons. And he had calculated that the right expenditure would achieve this effect. There was really nothing covert about his operation: everyone had known what the deal he was offering amounted to.

Opposed to Marcos were the people wearing T-shirts with Ninoy Aquino's slogan: "A Filipino is worth dying for." Their approach was essentially idealistic. If Marcos said, But Cory is a completely inexperienced politician, this cut no ice at all, because Marcos had already defined what a politician is. Nobody wanted a politician any more. They wanted heroism.

## Activity Options

1. **Recognizing Point of View** With a classmate, role-play a conversation between a Filipino civilian who supports Aquino and a soldier who supports Marcos.
2. **Writing for a Specific Purpose** Fenton speaks of a conflict between cynical and heroic views. Write a slogan that illustrates the heroic view of the Filipino people.

CHAPTER  
**34**

Section 3

PRIMARY SOURCE

## Farewell Without Tears

### Letter from Patrice Lumumba

*Patrice Lumumba rose from his job as a postal clerk to become the leader of the nationalist movement in the Belgian Congo during the 1950s. He was the first elected prime minister of the independent Republic of Congo. He wrote the following letter to his wife in January 1961, shortly before his assassination. According to his letter, how did he view colonial rule and independence for his country?*

I am writing these words not knowing whether they will reach you, when they will reach you, and whether I shall still be alive when you read them. All through my struggle for the independence of my country, I have never doubted for a single instant the final triumph of the sacred cause to which my companions and I have devoted all our lives. But what we wished for our country, its right to an honorable life, to unstained dignity, to independence without restrictions, was never desired by the Belgian imperialists and their Western allies, who found direct and indirect support, both deliberate and unintentional, amongst certain high officials of the United Nations, that organization in which we placed all our trust when we called on its assistance.

They have corrupted some of our compatriots and bribed others. They have helped to distort the truth and bring our independence into dishonor. How could I speak otherwise? Dead or alive, free or in prison by order of the imperialists, it is not I myself who count. It is the Congo, it is our poor people for whom independence has been transformed into a cage from beyond whose confines the outside world looks on us, sometimes with kindly sympathy, but at other times with joy and pleasure. But my faith will remain unshakeable. I know and I feel in my heart that sooner or later my people will rid themselves of all their enemies, both internal and external, and that they will rise as one man to say No to the degradation and shame of colonialism, and regain their dignity in the clear light of the sun.

We are not alone. Africa, Asia and the free liberated people from all corners of the world will always be found at the side of the millions of Congolese who will not abandon the struggle until the day when there are no longer any colonialists and their mercenaries in our country. As to my children, whom I leave and whom I may never see

again, I should like them to be told that it is for them, as it is for every Congolese, to accomplish the sacred task of reconstructing our independence and our sovereignty: for without dignity there is no liberty, without justice there is no dignity, and without independence there are no free men.

Neither brutality, not cruelty nor torture will ever bring me to ask for mercy, for I prefer to die with my head unbowed, my faith unshakeable and with profound trust in the destiny of my country, rather than live under subjection and disregarding sacred principles. History will one day have its say, but it will not be the history that is taught in Brussels, Paris, Washington or in the United Nations, but the history which will be taught in the countries freed from imperialism and its puppets. Africa will write her own history, and to the north and south of the Sahara, it will be a glorious and dignified history.

Do not weep for me, my dear wife. I know that my country, which is suffering so much, will know how to defend its independence and its liberty. Long live the Congo! Long live Africa!

*from Patrice Lumumba, Congo, My Country (London: Pall Mall Press, 1962). Reprinted in Alvin M. Josephy, ed., The Horizon History of Africa (New York: American Heritage, 1971), 517–518.*

## Discussion Questions

### Determining Main Ideas

1. To what cause did Lumumba devote his life?
2. Who did Lumumba believe threatened the Congo's independence?

3. **Drawing Conclusions** Refer to pages 898–899 in your textbook. Considering the events that took place in the Congo after Lumumba's death, do you think that Lumumba's wishes for his country were realized? Explain your answer.

CHAPTER  
**34**  
Section 4

PRIMARY SOURCE **The Balfour Declaration**

*Sir Arthur James Balfour, the British foreign secretary, wrote the following letter to Lord Lionel Rothschild, a Zionist leader, on November 2, 1917. Lord Rothschild replied, "I can assure you that the gratitude of ten millions of people will be yours, for the British government has opened up, by their message, a prospect of safety and comfort to large masses of people who are in need of it." What do you think were the pros and cons of the Balfour Declaration?*

Foreign Office,  
November 2nd, 1917

Dear Lord Rothschild,

I have much pleasure in conveying to you, on behalf of His Majesty's Government, the following declaration of sympathy with Jewish Zionist aspirations which has been submitted to, and approved by, the Cabinet

His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country"

I should be grateful if you would bring this declaration to the knowledge of the Zionist Federation.

Y. in  
*Arthur Balfour*

The Granger Collection, New York.

## Discussion Questions

### Analyzing Issues

1. How did the British government respond to the Zionist goal of establishing a Jewish homeland in Palestine?
2. What conditions did the British expect Zionists to meet?

3. **Making Inferences** Zionists such as Lord Rothschild were pleased by the letter from Balfour. How do you think Muslim residents of Palestine might have responded to Balfour's letter?

CHAPTER  
**34**

Section 2

LITERATURE SELECTION

from *The Year of Living Dangerously*  
by C. J. Koch

*This novel by Australian author C. J. Koch portrays the political turbulence that took place in Indonesia in 1965—the year President Sukarno dubbed “The Year of Living Dangerously”—through the eyes of Western journalists. The following excerpt recounts what happened when a group of army officers staged an unsuccessful coup to overthrow Sukarno. Guy Hamilton, who is mentioned in the excerpt, is an Australian broadcaster who was recently injured by rebel troops.*

While Hamilton had lain in his darkness during the past twenty-four hours, drifting in and out of sleep, the forces of *banting-stir*, which nobody understood, had wrestled outside in the stunning heat, with their curious Javanese quietness. The foreign community, and most Indonesians, had remained indoors by their radios, listening to the broadcasts from the occupied studios of Radio Indonesia.

And the conspiracy of September the thirtieth had been beaten at the outset, it seemed. No pitched battles had been fought; few shots had been fired; but the *Wayang* [Javanese shadow puppets] of the Right had already triumphed over the *Wayang* of the Left when today dawned. The country, having briefly changed hands, had now changed hands again, through a mixture of bluff and threat: through the *priyayi* conversation on Merdeka Field [field in front of presidential palace]. It would be weeks before the world understood what had happened.

Yesterday, throughout the day, Lieutenant-Colonel Untung's September Thirtieth Movement had made its proud proclamations at frequent intervals on the radio. It had moved, it said, against the mysterious “Council of power-mad Generals” to stop their plotting with CIA and *Nekolim* [neo-colonial imperialist] agents to overthrow the President. It had set up a Revolution Council to run Indonesia, and had taken President Sukarno under its protection. It did not say where the President was; but at the time when Hamilton was walking onto Merdeka Field, Sukarno had allowed himself to be driven in a humble Volkswagen out to the rebel command post at Halim, to join the conspirators there. He would later deny his involvement with them, but in vain; and it would lead to his ruin, since all positions in the *wayang* [Javanese shadow play] are clear and unchanging. No one can inhabit the left side and pretend he has been a figure of the right, or of the centre: and no one can

pretend any more to be the *dalang* [puppet master] when he has become merely one of the puppets.

By eight o'clock that night, when General Suharto had induced the troops on Merdeka Field to surrender, the *Wayang* of the Left, who had attempted all day to direct events from Halim, were in despair. The *alus* prince had gained control of the radio station, and at dawn today, he had moved on Halim. There was no fighting: the *Wayang* of the Left had all fled during the night. D. N. Aidit [head of Indonesia's Communist Party] had flown to Jogjakarta, in Central Java, where he would soon be hunted down like an animal, and killed. Sukarno had withdrawn to his palace of dreams at Bogor, hoping to be above the fray.

And just for now, he was. Even at this stage, everything must be done in the raffish god's name: the *Wayang* of the Left and the *Wayang* of the Right had both claimed him in their broadcasts, both saying that they had acted on his behalf. But all would emerge in the end—like the bodies of the mutilated generals from Crocodile Hole.

In the months to come, Bung Karno would continue to wear his *pitji* [black cap] and his uniforms; would continue to be President, and address his crowds. But it would be like speaking to faces in a dream, faces that paid no heed.

## Research Options

1. **Following Chronological Order** Find out more about the failed coup in Indonesia. Then create a time line in which you list events that happened during the coup attempt.
2. **Using Research in Writing** Koch compares the coup attempt with a Javanese shadow play. Research shadow plays. Then write a paragraph or two to describe these shadow plays and to explain how the 1965 political struggle in Indonesia resembles them.



CHAPTER  
**34**

Section 3

LITERATURE SELECTION

# Poems from the Négritude Movement

*In the 1930s, a group of French-speaking African and West Indian writers living in Paris launched a literary movement known as the Négritude movement. This movement celebrated traditional African culture, heritage, and values and criticized colonialism. What do the following poems tell you about the main concerns of the Négritude movement?*

## *Africa*

by David Diop

Africa my Africa  
 Africa of proud warriors on ancestral savannahs  
 Africa that my grandmother sings  
 On the bank of her distant river  
 I have never known you  
 But my face is full of your blood  
 Your beautiful black blood which waters the  
     wide fields.  
 The blood of your sweat  
 The sweat of your work  
 The work of your slavery  
 The slavery of your children  
 Africa tell me Africa  
 Is this really you this back which is bent  
 And breaks under the load of insult  
 This back trembling with red weals  
 Which says yes to the whip on the hot roads of  
     noon  
 Then gravely a voice replies to me  
 Impetuous son that tree robust and young  
 That tree over there  
 Splendidly alone amidst white and faded flowers  
 That is Africa your Africa which grows  
 Grows patiently obstinately  
 And whose fruit little by little learn  
 The bitter taste of liberty.

## *Limbe*

by Léon Damas

Will they ever know this rancor in my heart?  
 From beneath suspicion's eye that opened all  
     too late  
 they have robbed me of the space that once was  
     mine  
 tradition  
 days  
 life  
 song  
 rhythm  
 effort  
 pathway  
 water  
 cabin  
 the gray, fertilized land  
 wisdom  
 words  
 palavers  
 the aged  
 cadence  
 hands  
 measure  
 hands  
 footbeats  
 soil

"Africa," from *Coups de Pilon* by David Diop. Used by permission of Présence Africaine Éditions, Paris.

"Limbe" by Léon Damas, translated by Ellen Kennedy, from *Whispers from a Continent*, by Wilfred Cartey. Copyright © 1969 by Wilfred Cartey. Reprinted by permission of Random House.

***Prayer to Masks***

by Léopold Sédar Senghor

Masks! Masks!  
 Black mask red mask, you white-and-black  
 masks  
 Masks of the four points from which the Spirit  
 blows  
 In silence I salute you!  
 Nor you the least, Lion-headed Ancestor  
 You guard this place forbidden to all laughter of  
 women, to all smiles that fade  
 You distil this air of eternity in which I breathe  
 the air of my Fathers.  
 Masks of unmasked faces, stripped of the marks  
 of illness and the lines of age  
 You who have fashioned this portrait, this my  
 face bent over the altar of white paper  
 In your own image, hear me!  
 The Africa of the empires is dying, see, the  
 agony of a pitiful princess  
 And Europe too where we are joined by the  
 navel.  
 Fix your unchanging eyes upon your children,  
 who are given orders  
 Who give away their lives like the poor their last  
 clothes.  
 Let us report present at the rebirth of the  
 World  
 Like the yeast which white flour needs.  
 For who would teach rhythm to a dead world of  
 machines and guns?  
 Who would give the cry of joy to wake the dead  
 and the bereaved at dawn?  
 Say, who would give back the memory of life to  
 the man whose hopes are smashed?  
 They call us men of coffee cotton oil  
 They call us men of death.  
 We are the men of the dance, whose feet draw  
 new strength pounding the hardened earth.

***from Memorandum on My Martinique***

by Aimé Césaire

For beauty is Black  
 and wisdom Black  
 for endurance is Black  
 and courage Black  
 for patience is Black  
 and irony Black  
 for charm is Black  
 and magic Black  
 for love is Black  
 and hip swinging Black  
 for dance is Black  
 and rhythm Black  
 for art is Black  
 and movement Black  
 for laughter is Black  
 for joy is Black  
 for peace is Black  
 for life is Black

**Research Options**

1. **Using Research in Writing** Find out about the Négritude poets represented here: David Diop, Léon Damas, Aimé Césaire, and Léopold Sédar Senghor. Then write a one-or two-sentence summary about each poet and share your findings with the class.
2. **Creating Oral Presentations** Locate other poems from the Négritude movement. Then work with a group of your classmates to plan and present a dramatic reading of Négritude poems for the entire class.

Excerpt from "Memorandum on My Martinique" by Aimé Césaire, translated by Ellen Kennedy, from *Whispers from a Continent*, by Wilfred Cartey. Copyright © 1969 by Wilfred Cartey. Reprinted by permission of Random House, Inc.

"Prayers to Masks" by Léopold Sédar Senghor, from Léopold Sédar Senghor: *Selected Poems*, translated by John Reed and Clive Wake (1964). Copyright © 1964 by Oxford University Press and the University Press of Virginia. Used by permission of Oxford University Press and University Press of Virginia, Charlottesville, Virg.



**CHAPTER  
34****Section 3****HISTORYMAKERS****Jomo Kenyatta**  
*Practicing Harambee*

*"We must unite together . . . and forget tribalism. We must not let the Europeans forget that the land they tread is ours. We should work hard, and try to educate our people . . . so that they can take over the government of the country. . . ."—Jomo Kenyatta, speech (1946)*

Jomo Kenyatta dedicated his life to removing British colonial rule in his homeland of Kenya. When it won independence, he became the new nation's first president. He recognized that ethnic loyalties could pull the country apart. He always reminded Kenyans to follow the principle of harambee, which means, in Swahili, "let us pull together."

In 1890, Kenyatta was born Kamau Ngengi in the highlands north of Nairobi, Kenya's chief city. He was a member of the Kikuyu, the largest ethnic group in the country.

While Kamau was growing up, the British encouraged settlement by offering free land to any British person who wanted it. They offered fertile Kikuyu land. Soon, English settlers had large farms throughout the area. Sometimes they bought the land—although the Kikuyu thought that the settlers were merely renting it. More often, the British simply took it.

Kamau made early contact with the Europeans. When he was a child, missionaries cured him of a painful foot disease. He then attended their school and learned to read and write English. He also converted to Christianity. Many years later, he credited the missionaries for their schools and clinics. However, when they tried to end African customs, he said, "they upset the life of the people."

In 1915, Kamau's life work took shape. That year, the colonial government of Kenya passed a law stating that only whites could own land. The Kikuyu chief used Kamau as an interpreter when the chief protested the law before the colony's supreme court. Kamau spoke eloquently, but the court, which was controlled by the British, upheld the law. About this time, he began to wear a beaded belt that was called, in Swahili, a kenyatta. Soon, he adopted the word as his name.

During the 1920s, Kenyatta joined Kikuyu groups that hoped to develop into a political force. He became the editor of a monthly magazine, the first one published by Africans in Kenya. In 1929, he was in London campaigning for African rights. He spent most of the next 15 years in Europe, studying

and teaching. During this time, he wrote a brilliant book about the Kikuyu. In *Facing Mount Kenya*, he defended African customs and described how colonial laws caused problems for Africans.

During this period, Kenyatta organized a movement for African self-rule. He returned to Kenya in 1946 and quickly became the leader of the Kenya African Union. From the start, he worked to bring non-Kikuyu people into the group.

In the 1950s, many Kenyans were frustrated by the lack of progress in this campaign. Some joined a secret society called the Mau Mau and began attacks aimed at the British. English settlers were alarmed. The colonial government arrested Kenyatta and other leaders, even though they had no connection to the troubles. He was convicted in 1953 of planning and managing the Mau Mau revolt. Most Africans viewed the trial as a farce and the conviction as unjust. Kenyatta spent the next seven years in prison.

The revolt died down, and the British took steps toward granting independence. When Kenyatta was freed in 1961, he was immediately chosen as president of the Kenya African National Union, the chief political party. Two years later, Kenya became independent, and he was elected as its leader.

Kenyatta told Kenyans that hard work and cooperation were the keys to building their country. He constantly preached harambee, trying to ensure that Kenya's different ethnic groups worked together. He led his country for 15 years. Living into his eighties, he was called Mzee, a Swahili word meaning "Old Man." This showed the love and respect of his nation.

**Questions**

1. **Clarifying** What details of Kenyatta's life show that he valued African culture?
2. **Making Inferences** What do you think was the single biggest problem that Kenyatta saw facing his people after independence?
3. **Drawing Conclusions** Do you think Kenyatta was comfortable in European culture? Explain.

CHAPTER  
**34**

Section 4

HISTORYMAKERS

# Golda Meir

## *Israel's Founding Mother*

*"If there is any explanation necessary for the direction my life has taken, perhaps it is the desire to save Jewish children from a similar experience."—Golda Meir, describing persecution she saw as a child in Russia*

Born in the Ukraine and raised in Milwaukee, Wisconsin, Golda Meir helped found Israel. She signed its declaration of independence, served in the government, and led the nation in a difficult time.

Meir was born Goldie Mabovitch in 1898. Her family came to the United States when she was a child. While her parents scratched out a living, she became an excellent student. By high school, she was committed to the cause of Zionism—finding a home in Palestine for the Jewish people—and to socialism. She became a notable speaker for a local group that pushed both causes. She spoke on street corners, which appalled her father. He threatened to drag her home by the hair but changed his mind after hearing her speak.

At age 21, Mabovitch married Morris Myerson. She then met Jewish leader David Ben-Gurion, who was touring the United States to build support for Zionism. In 1921, she persuaded her husband to move to Palestine. They lived a few years on a kibbutz—a communal farm—and then moved to the city of Tel Aviv. She participated in several organizations that promoted workers' rights and Zionism. Gaining influence, she joined the National Council, the body set up by British colonial officials to give some self-rule to Jewish people in this region.

After World War II, Jewish leaders in Palestine called for independence, and the British reacted by arresting Ben-Gurion and other Jewish activists. Goldie Myerson then became acting political chief for Jewish Palestine. She traveled to the United States and collected \$50 million for her cause. Disguising herself as an Arab, she traveled to Jordan to persuade it not to attack the Jewish state.

On May 14, 1948, the nation of Israel was proclaimed. She was the only woman in the new government. After a stint as Israel's chief diplomat in the Soviet Union, she served as the minister charged with finding jobs and houses for the hundreds of thousands of immigrants streaming into Israel.

In 1956, Myerson changed her name to the Hebrew form, Golda Meir. She became Israel's for-

eign minister in Ben-Gurion's government. She joined him in taking a tough stand against the attacks by Israel's Arab neighbors. For her support, Ben-Gurion wryly called her "the only man in my cabinet." She remained in this post for ten years, not only serving as Israel's chief diplomat but also representing the country in the United Nations.

Meir retired from government service in 1966. In 1969, the prime minister of Israel died. Meir was chosen to succeed him. Later that year, elections were held, but her party did not win a majority. As a result, she formed a government that combined several parties in a fragile coalition.

Meir faced a number of challenges. Israel was in a virtual state of war with its Arab neighbors. She urged peace but insisted that Arab leaders meet with Israel face to face. She campaigned to win military help, economic aid, and diplomatic support for Israel from the United States. In 1973, Meir feared that Egypt and Syria were preparing an attack. Persuaded by the United States that Israel would suffer in world opinion if it attacked first, she waited. The Arab nations attacked on the Jewish holiday of Yom Kippur.

Israel was battered in the Yom Kippur war but eventually fought back. The United States brokered a peace agreement, but during these talks the 76-year-old Meir decided to retire. Three years later, Egypt's president, Anwar Sadat, stunned the world by traveling to Israel. It was the first time an Arab leader had done so. He made a point of stopping to visit Meir. The peace she had sought for so long seemed to be at hand. She died the following year.

## Questions

1. **Recognizing Facts and Details** What evidence suggests that Meir was a persuasive speaker?
2. **Evaluating Judgments** When she died, Meir was called "an extraordinary person." Explain why she might have earned that description.
3. **Making Inferences** How did Meir's childhood experiences influence her?

**CHAPTER**  
**34****Section 3****CONNECTIONS ACROSS TIME AND CULTURES***Becoming a New Nation***THEMATIC CONNECTION:****REVOLUTION**

*You have read in this chapter that independence ushered in dramatic changes and challenges for former colonies in Asia and Africa. In Chapter 24, you read about the nationalist movements that ended Spanish rule in Latin America. How did the independence movements of the 19th century compare with those of the 20th century? Use the information presented in Chapters 24 and 34 to answer the questions that follow.*

1. The French ideals of liberty, equality, and fraternity inspired many Latin Americans to rise up against their colonial rulers. What ideals inspired people in Asia and Africa to seek independence? \_\_\_\_\_  
\_\_\_\_\_
2. Events in Europe triggered the Latin American revolutions. What effect did World War II have on independence movements in Asia and Africa? \_\_\_\_\_  
\_\_\_\_\_
3. After independence, Latin American countries faced severe economic problems. During the revolutionary wars, trade had been disrupted, cities and farms were destroyed, and the people became poorer. What economic challenges did Asian and African nations face after independence? \_\_\_\_\_  
\_\_\_\_\_
4. Independence also brought disunity and civil strife throughout Latin America. In South America, Gran Colombia divided into Colombia, Ecuador, and Venezuela. In Central America, the United Provinces split into five separate republics. What Asian and African nations experienced civil war and political upheavals as a result of independence? What were the reasons for these conflicts? \_\_\_\_\_  
\_\_\_\_\_
5. What other kinds of challenges did former colonies in Latin America, Asia, and Africa face after independence? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**34**  
Section 1

RETEACHING ACTIVITY

*The Indian Subcontinent  
Achieves Freedom*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                      |                        |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| _____ 1. Launched a nonviolent campaign of Indian non-cooperation with the British                                                   | A. Pakistan            |
| _____ 2. India's national political party                                                                                            | B. Mohandas Gandhi     |
| _____ 3. Organization founded in 1906 in India to protect Muslim interests                                                           | C. Bangladesh          |
| _____ 4. Leader of the Muslim League                                                                                                 | D. Congress Party      |
| _____ 5. Term given to the division of India into separate Hindu and Muslim nations                                                  | E. Sri Lanka           |
| _____ 6. New nation created by division of India                                                                                     | F. partition           |
| _____ 7. Small region at the northern point of India next to Pakistan causing conflict between India's Muslims and Hindus            | G. Jawaharlal Nehru    |
| _____ 8. Independent India's first prime minister                                                                                    | H. Benazir Bhutto      |
| _____ 9. Woman elected as India's prime minister in 1966                                                                             | I. Kashmir             |
| _____ 10. New name for East Pakistan after it declared independence                                                                  | J. Muslim League       |
| _____ 11. Woman twice elected prime minister after General Zia's death                                                               | K. Indira Gandhi       |
| _____ 12. Small island nation off the southwest coast of India that has been the site of a civil war between Tamils and other groups | L. Muhammad Ali Jinnah |



CHAPTER  
**34**  
Section 2

RETEACHING ACTIVITY

## *Southeast Asian Nations Gain Independence*

**Determining Main Ideas** The following questions deal with the independence movements in Southeast Asian countries in the postwar period. Answer them in the space provided.

1. What were the goals of the Philippines immediately following World War II?

---

---

2. What postwar issues caused conflict between the United States and the Philippines?

---

---

3. What affect did Ferdinand Marcos's rule have on the Philippines?

---

---

4. How did Corazón Aquino come into office? \_\_\_\_\_

---

---

5. How have rebels' terrorist tactics affected life in the Philippines?

---

---

6. What events kept Burma from gaining independence?

---

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7. How did Singapore become such a prosperous nation?

---

---

8. How did Indonesia achieve independence? \_\_\_\_\_

---

**CHAPTER**  
**34****Section 3****RETEACHING ACTIVITY** *New Nations in Africa*

**Multiple Choice** Choose the best answer for each item. Write the letter of your answer in the blank.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. The postwar movement that celebrated African culture and heritage was called</p> <ul style="list-style-type: none"><li>a. the African independence movement.</li><li>b. nationalism.</li><li>c. the Négritude movement.</li><li>d. colonialism.</li></ul> <p>_____ 2. The first African colony south of the Sahara to gain independence was</p> <ul style="list-style-type: none"><li>a. Angola.</li><li>b. Nigeria.</li><li>c. Zaire.</li><li>d. Gold Coast.</li></ul> <p>_____ 3. The leader who worked to liberate Gold Coast from the British was</p> <ul style="list-style-type: none"><li>a. Kwame Nkrumah.</li><li>b. Jomo Kenyatta.</li><li>c. Mobutu Sese Seko.</li><li>d. Daniel arap Moi.</li></ul> <p>_____ 4. The Kenyan nationalist leader who forced the British to accept African self-government was</p> <ul style="list-style-type: none"><li>a. Daniel arap Moi.</li><li>b. Jomo Kenyatta.</li><li>c. Kwame Nkrumah.</li><li>d. Mobutu Sese Seko.</li></ul> | <p>_____ 5. The secret society made up mostly of African farmers forced out by the British was</p> <ul style="list-style-type: none"><li>a. the Négritude movement.</li><li>b. the Mau Mau.</li><li>c. the Algerian National Liberation Front.</li><li>d. the Islamic Salvation Front.</li></ul> <p>_____ 6. The first president of newly-independent Algeria was</p> <ul style="list-style-type: none"><li>a. Jomo Kenyatta.</li><li>b. David arap Moi.</li><li>c. Ahmed Ben Bella.</li><li>d. Mobutu Sese Seko.</li></ul> <p>_____ 7. Mobutu Sese Seko changed the name of the Congo to</p> <ul style="list-style-type: none"><li>a. Ghana.</li><li>b. Ivory Coast.</li><li>c. Algeria.</li><li>d. Zaire.</li></ul> <p>_____ 8. Angola's independence movement was an attempt to free itself from the control of</p> <ul style="list-style-type: none"><li>a. Portugal.</li><li>b. Great Britain.</li><li>c. the Dutch.</li><li>d. France.</li></ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Section 4

RETEACHING ACTIVITY *Conflicts in the Middle East*

**Sentence Completion** Select the name or term that best completes the sentence.  
Write the name or term in the blank.

Suez Canal  
Yasir Arafat  
Oslo Peace Accords  
Balfour Declaration

Palestinians  
intifada  
Benjamin Netanyahu  
Anwar Sadat

Golda Meir  
Jimmy Carter  
Zionists  
George W. Bush

1. Arab group that may be most opposed to a Jewish state in a mostly Arab region:  
\_\_\_\_\_
2. People who favored a Jewish national homeland in Palestine:  
\_\_\_\_\_
3. Statement from the British foreign secretary to Jewish leaders that supported the creation of a Jewish homeland in Palestine, but still recognized the rights of non-Jewish people:  
\_\_\_\_\_
4. The strategic water route taken over by Egypt during the Arab-Israeli war in 1956:  
\_\_\_\_\_
5. Egyptian president who coordinated a joint Arab attack on Israel on Yom Kippur:  
\_\_\_\_\_
6. Israeli prime minister during the Yom Kippur war: \_\_\_\_\_  
\_\_\_\_\_
7. Chairman of the Palestine Liberation Organization: \_\_\_\_\_  
\_\_\_\_\_
8. U.S. president who brought both sides of the Arab-Israeli conflict together at Camp David in Maryland for a historic meeting in 1978:  
\_\_\_\_\_
9. Palestinian campaign of civil disobedience that included boycotts, demonstrations, and armed attacks: \_\_\_\_\_



**CHAPTER**  
**34****Section 5****RETEACHING ACTIVITY** *Central Asia Struggles*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. In 1991, the Soviet Union collapsed and 15 independent countries emerged.  
\_\_\_\_\_
- \_\_\_\_\_ 2. The Transcaucasian Republics include Armenia, Azerbaijan, and Uzbekistan.  
\_\_\_\_\_
- \_\_\_\_\_ 3. Uzbekistan, Turkmenistan, Tajikistan, Kazakhstan, and Kyrgyzstan make up the Central Asian Republics.  
\_\_\_\_\_
- \_\_\_\_\_ 4. Much of the farmland in the Central Asian Republics has been devoted to a single crop, tobacco.  
\_\_\_\_\_
- \_\_\_\_\_ 5. Azerbaijan's economy is based on the income from the oil industry.  
\_\_\_\_\_
- \_\_\_\_\_ 6. Afghanistan has endured two wars, one with the United States and one with Turkey.  
\_\_\_\_\_
- \_\_\_\_\_ 7. Islamic Holy Warriors who fought against the Soviet-supported government were called mujahideen.  
\_\_\_\_\_
- \_\_\_\_\_ 8. A conservative Islamic group known as the *mujahideen* controlled most of Afghanistan by 1998.  
\_\_\_\_\_
- \_\_\_\_\_ 9. The United States drove the Taliban from power at the end of 2001.  
\_\_\_\_\_
- \_\_\_\_\_ 10. The ruler Afghanistan selected after the defeat of the Taliban is Hamid Karzai.  
\_\_\_\_\_



## Section 1

## GUIDED READING

# Democracy Case Study: Latin American Democracies

**A. Determining Main Ideas** As you read this section, fill in the chart by writing notes in the appropriate spaces.

| Making Democracy Work                                                        |  |
|------------------------------------------------------------------------------|--|
| 1. Note four practices that are common in a democracy.                       |  |
| 2. Note three conditions that contribute to democratic progress in a nation. |  |

| Steering Brazil Toward Democracy                                            |  |
|-----------------------------------------------------------------------------|--|
| 3. Note three actions Brazilian leaders took to stabilize Brazil's economy. |  |
| 4. Note one democratic practice in Brazil today.                            |  |

| Ending One-Party Rule in Mexico                                         |  |
|-------------------------------------------------------------------------|--|
| 5. Note two crises that threatened democratic stability in Mexico.      |  |
| 6. Note one way that the election of 2000 advanced democracy in Mexico. |  |

| Ending Repression in Argentina                       |  |
|------------------------------------------------------|--|
| 7. Note three ways military rule affected Argentina. |  |
| 8. Note one democratic practice in Argentina today.  |  |

**B. Summarizing** On the back of this paper, define the following terms:

land reform      standard of living      recession

**CHAPTER**  
**35**

**Section 2**

**GUIDED READING**

*The Challenge of Democracy  
in Africa*

**A. Analyzing Causes and Recognizing Effects** As you read about Nigeria and South Africa, note the consequences of each of the policies or actions listed.

| Policies/Actions                                                                                           |   | Consequences |
|------------------------------------------------------------------------------------------------------------|---|--------------|
| 1. In drawing up colonial boundaries in Africa, the colonial powers ignored ethnic and cultural divisions. | → |              |
| 2. The colonial powers developed plantations and mines but few factories in Africa.                        | → |              |
| 3. Civil war breaks out in ethnically divided Nigeria.                                                     | → |              |
| 4. The military overthrows Nigeria's civilian government.                                                  | → |              |
| 5. The National Party gains power in South Africa.                                                         | → |              |
| 6. Riots break out in the black township of Soweto.                                                        | → |              |
| 7. South Africans elect F. W. de Klerk president.                                                          | → |              |
| 8. President de Klerk agrees to hold universal elections.                                                  | → |              |

**B. Summarizing** On the back of this paper, define the following terms:

**federal system**

**martial law**

**dissident**

**apartheid**

CHAPTER  
**35**

GUIDED READING *The Collapse of the Soviet Union*

Section 3

**A. Analyzing Causes and Recognizing Effects** As you read this section, explain how Communist leaders responded to each problem or crisis.

| Problems/Crises                                                                                       |   | Responses |
|-------------------------------------------------------------------------------------------------------|---|-----------|
| 1. Soviet society had stopped growing as a result of totalitarian policies banning political dissent. | → |           |
| 2. The Soviet economy was inefficient and unproductive.                                               | → |           |
| 3. The Soviet-U.S. arms race had become too costly.                                                   | → |           |
| 4. In August 1991, hard-liners staged a coup against Gorbachev.                                       | → |           |
| 5. The Soviet Union broke up.                                                                         | → |           |
| 6. The Russian economy under Boris Yeltsin was ailing.                                                | → |           |
| 7. In 1991, Chechnya declared its independence.                                                       | → |           |

**B. Clarifying** On the back of this paper, define the following terms:

glasnost

perestroika

CIS

CHAPTER  
**35**  
Section 4

## GUIDED READING

*Changes in Central  
and Eastern Europe*

**A. Drawing Conclusions** As you read about changes in Central and Eastern Europe, take notes to answer the questions.

**Poland and Hungary Reform**

1. Why did the Poles choose a former Communist leader over Lech Walesa in the 1995 election?

2. What were some of the reforms introduced in Hungary?

**Germany Reunifies**

3. Why did huge demonstrations break out throughout East Germany?

**Democracy Spreads in Czechoslovakia**

4. Why did Czechoslovakia break up?

**Overthrow in Romania**

5. What brought about Ceausescu's downfall in Romania?

**B. Analyzing Causes and Recognizing Effects** On the back of this paper, explain the causes and effects of the breakup of Yugoslavia in 1991. In your writing, identify the policy of **ethnic cleansing**.

CHAPTER

35

Section 5

GUIDED READING

China: Reform and Reaction

**A. Analyzing Causes and Recognizing Effects** As you read about Communist China, fill in the chart by noting the goals and outcomes of each action listed.

| Goals | Actions                                                         | Outcomes |
|-------|-----------------------------------------------------------------|----------|
|       | 1. Mao begins the Cultural Revolution.                          |          |
|       | 2. Zhou Enlai invites American table tennis team to tour China. |          |
|       | 3. Deng Xiaoping launches a bold program of economic reforms.   |          |
|       | 4. Students stage an uprising in Tiananmen Square.              |          |
|       | 5. Britain hands Hong Kong over to China.                       |          |

**B. Determining Main Ideas** On the back of this paper, identify the **Four Modernizations** and evaluate Deng’s success in meeting these goals.

CHAPTER  
**35**

**BUILDING VOCABULARY** *Struggles for Democracy*

**A. Multiple Choice** Circle the letter before the term or name that best completes the sentence.

- The once imprisoned ANC leader who became president of South Africa was (a) Lech Walesa (b) Nelson Mandela (c) Zhou Enlai.
- Deng Xiaoping's set of goals calling for progress in Chinese agriculture, industry, defense, and science and technology were known as the (a) Politburo (b) federal system (c) Four Modernizations.
- The huge public space in Beijing where students staged a protest against the lack of political freedom in China is (a) Tiananmen Square (b) Brasília (c) Politburo.
- The former Solidarity union leader who became president of Poland in 1990 was (a) Lech Walesa (b) Nelson Mandela (c) Zhou Enlai.
- In 1990 the two Germanys were merged in a process called (a) martial law (b) apartheid (c) reunification.
- The political party that became the main force for stability in Mexico after 1946 was the (a) Politburo (b) PRI (c) CIS.

**B. Completion** Select the term or name that best completes the sentence.

|                    |             |           |                  |
|--------------------|-------------|-----------|------------------|
| land reform        | recession   | apartheid | reunification    |
| standard of living | martial law | dissident | ethnic cleansing |

- Temporary military rule is known as \_\_\_\_\_.
- The complete separation of races in South Africa was called \_\_\_\_\_.
- The plan for breaking up large estates and distributing that land to peasants in Brazil was called \_\_\_\_\_.
- The Serbian attempt to rid Bosnia of its Muslim population was called \_\_\_\_\_.
- The level of material comfort that people enjoy, as measured by the amount of goods they have, is called the \_\_\_\_\_.
- A slowdown in the economy is a \_\_\_\_\_.

**C. Writing** Write a summary of some of the changes that occurred in the Soviet Union in the 1980s and 1990s using the following terms.

Mikhail Gorbachev      glasnost      perestroika      Boris Yeltsin      “shock therapy”



CHAPTER  
**35**

Section 5

# SKILLBUILDER PRACTICE *Analyzing Primary Sources*

*A primary source is one that was written by an observer or a participant in a historical event. Primary sources include letters, journals, speeches, and policy statements. The excerpt below is from an official policy statement in which the Central Committee of the Communist Party led by Deng Xiaoping sets forth the Four Modernizations. As you read, try to identify the Committee's position on economic development in China. (See Skillbuilder Handbook)*

Now is an appropriate time . . . to shift the emphasis of our Party's work and the attention of the people of the whole country to socialist modernization. This is of major significance for fulfillment of the three-year and eight-year programs for the development of the national economy and the outline for 23 years, for the modernization of agriculture, industry, national defense and science and technology. . . . Whether or not we can carry this general task to completion, speed socialist modernization and . . . improve the people's living standards significantly and strengthen national defense—this is a major issue which is of paramount concern to all our people and of great significance to the cause of world peace and progress. Carrying out the four modernizations requires . . . changes in all methods of management, actions and thinking

which stand in the way of such growth. Socialist modernization is therefore a profound and extensive revolution. . . .

The session points out that one of the serious shortcomings in the structure of economic management in our country is the overconcentration of authority, and it is necessary boldly to shift it under guidance from the leadership to lower levels, . . . to institute a division of responsibilities among different levels, . . . increase the authority and responsibility of administrative bodies and managerial personnel, reduce the number of meetings and amount of paper work to raise work efficiency, and conscientiously adopt the practices of examination, reward and punishment, promotion and demotion. . . .

Source: *The Peking Review*, July 28, 1978

1. According to the policy statement, what were the long-term goals for China? \_\_\_\_\_

\_\_\_\_\_

2. According to the policy statement, what was wrong with previous economic programs? \_\_\_\_\_

\_\_\_\_\_

3. How did the Committee view its plans for the modernization of China? \_\_\_\_\_

\_\_\_\_\_

4. If you were writing an explanation of the Four Modernizations for a world history textbook, what words or phrases might you quote from the policy statement? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CHAPTER  
**35**  
Section 1

**GEOGRAPHY APPLICATION: PLACE**

# Democracy in Central and South America

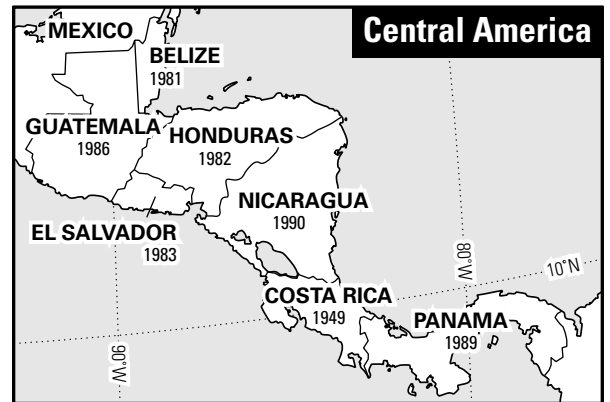
*Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.*

In the second half of the 20th century, many South and Central American countries struggled to form republics—democratic governments. Many countries have had brief or interrupted democracies since the 19th century. However, the maps below indicate the years in which each country gained a relatively stable republic.

On the South American continent, Brazil, Argentina, Chile, Paraguay, and Uruguay have had to overthrow military regimes in order for democracy to take root. Sometimes it has taken years for an independent government to actually take office. For instance, in Bolivia decades of military dictators prevented democratic attempts at government. In addition, Brazil, which overthrew its military government in 1979, did not have a fully democratic presidential election until 1989. Ecuador has enjoyed periods of democracy after World War II, but those were erratic and inconsistent until 1979.

In other countries, hard-won democracies continue to be under assault. Colombia has been plagued by violence resulting from the drug trade and warring political parties. Peru and Suriname still battle forces opposed to democracy. In 1992, the president of Peru suspended many republican ideals, and the military in Suriname still indirectly influences its republican government.

In Central America, Panama, Nicaragua, and El Salvador have been torn by civil war and factional violence, but have managed to implement the democratic process. In Honduras and Guatemala, democracy is fragile, and the military has a high degree of influence. However, Costa Rica has a tradition of democracy dating back to 1890, though there were periods of political breakdowns until the birth of a new constitution in 1949.



**Interpreting Text and Maps**

1. Which country in South and Central America has the oldest stable democracy? the youngest?  
\_\_\_\_\_
2. In which decade did most of the democracies in South and Central America become stable?  
\_\_\_\_\_
3. According to the passage, which countries endured the most violence in Central America on their way to democracy? \_\_\_\_\_  
\_\_\_\_\_
4. According to the passage, which countries in South America currently have democracies under siege? \_\_\_\_\_  
\_\_\_\_\_
5. Which South American country is not independent? \_\_\_\_\_
6. Since World War II, which decade has seen the birth of no stable democracies in Central and South America? \_\_\_\_\_
7. In what years did more than one country form a democracy? Name the years and the countries. \_\_\_\_\_  
\_\_\_\_\_
8. According to the passage, what type of government did most of these countries have before their move to democracy? Why might that be the case? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**35**

Section 2

PRIMARY SOURCE *from Kaffir Boy*  
by Mark Mathabane

*Mark Mathabane grew up in Alexandra, a crowded black township about 10 miles north of Johannesburg, South Africa. His family suffered from desperate poverty and discrimination imposed upon them by South Africa's policy of racial apartheid. Although Mathabane eventually overcame these obstacles and won a scholarship to an American university, his autobiography Kaffir Boy provides a vivid description of what it was like to grow up as a black African under apartheid. As you read this excerpt, think about how Mathabane's grandmother explains the laws of apartheid to her 11-year-old grandson.*

“There’s something you ought to know about how things are in this country, something your Mama I see has not told you yet. Black and white people live apart—very much apart—that, you already know. What you may not know is that they’ve always been apart, and will always be apart—that’s what apartheid means. White people want it that way, and they’ve created all sorts of laws and have the guns to keep it that way.”

“We live in our world,” she continued, after taking a pinch of snuff and loading it under her tongue, “and white people live in their world. We’re their servants, they’re our masters. Our people fought hard to change things, but each time the white man always won. He has all the guns. Maybe another generation of black people will come which will defeat the white man, despite his many guns. But for now, he says how things should be, and we have to obey. Do you see those two things over there?” Granny pointed across the street.

“Yes, Granny, they’re phone boxes.”

“That’s right,” she affirmed. “But they are not just phone boxes. One is a black phone box, the other a white phone box. Don’t forget that. And for as long as I’ve been working for white people, and God knows I’ve been working for them for centuries, I’ve never seen a black person in his right mind go into the wrong one. It might be a matter of life and death, and still he wouldn’t. Even blind people know which is which.”

“Which one is for black people, Granny?” I asked, somewhat confused, for the two phone booths were exactly the same in all respects—colour, size and shape.

“I don’t know which is which,” Granny groped for words, “but there’s always a sign on each door, to tell which race is allowed to use which phone.”

As she said this, it struck me that she could not read, like millions of other blacks who worked for

whites. How did they function normally in a world totally ruled by signs?

Thus my consciousness was awakened to the pervasiveness of “petty apartheid,” and everywhere I went in the white world, I was met by visible and invisible guards of racial segregation. Overtly, the guards—larger-than-life signs that read, European Only, Non-European Only, Whites Only, Non-Whites Only, Slegs Blankes, Slegs Nie-Blankes—greeted me, and led me as a blind man would be led to the door I should enter through, the elevator I should ride in, the water fountain I should drink from, the park bench I should sit on, the bus I should ride in . . .

The invisible guards, however, did not greet me as conspicuously to orient me about my place in life. Instead, remarks such as “You’re in the wrong place, Kaffir,” “We don’t serve your colour here, Kaffir,” “Who do you think you are, Kaffir?” “Are you mad, Kaffir?” told me it was still the guards of Jim Crow talking.

Because the guards of segregation were everywhere in the white world, and I saw black people who unwittingly disobeyed them cursed, beaten or thrown in jail, I became increasingly self-conscious with each step I took.

## Discussion Questions

### Determining Main Ideas

1. According to Granny, why did apartheid exist?
2. What were some of the guards of racial segregation that Mathabane encountered?
3. **Making Inferences** In his Nobel Peace Prize acceptance speech, Archbishop Desmond Tutu explained that, “There is no peace in southern Africa. There is no peace because there is no justice.” How does Granny’s explanation of how things were in South Africa illustrate Tutu’s statement?



## Section 2

## PRIMARY SOURCE

# Inaugural Address

## by Nelson Mandela

*South Africa's first all-race elections, held in April 1994, produced the nation's first black president, Nelson Mandela. On May 10, Mandela delivered his inauguration speech in the city of Pretoria. What does this excerpt from Mandela's speech reveal about his vision of South Africa's future?*

Today, all of us do, by our presence here, and by our celebrations in other parts of our country and the world, confer glory and hope to newborn liberty. Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud. Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all. . . .

That spiritual and physical oneness we all share with this common homeland explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in a terrible conflict, and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it has become the universal base of the pernicious ideology and practice of racism and racial oppression. . . .

The time for the healing of the wounds has come.

The moment to bridge the chasms that divide us has come.

The time to build is upon us.

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

We succeeded to take our last steps to freedom in conditions of relative peace. We commit ourselves to the construction of a complete, just and lasting peace. . . .

We dedicate this day to all the heroes and heroines in this country and the rest of the world, who sacrificed in many ways and surrendered their lives so that we could be free. Their dreams have become reality. Freedom is their reward.

We are both humbled and elevated by the honor and privilege that you, the people of South

Africa, have bestowed on us, as the first President of a united, democratic, non-racial and non-sexist South Africa, to lead our country out of the valley of darkness.

We understand it still that there is no easy road to freedom. We know it well that none of us acting alone can achieve success. We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

Let freedom reign.

The sun shall never set on so glorious a human achievement!

God bless Africa!

Nelson Mandela, speech at his inauguration as president of the Democratic Republic of South Africa, May 10, 1994. Reprinted in *Historic Documents of 1994* (Washington, D.C.: Congressional Quarterly, 1995), 249–251.

## Discussion Questions

### Determining Main Ideas

1. How did Mandela refer to South Africa's system of apartheid in this speech?
2. Why had South Africa been “spurned, outlawed, and isolated” by other nations?
3. **Making Inferences** Some critics of Mandela predicted that as president he would replace white oppression with black oppression. How did Mandela answer these critics in this speech?

CHAPTER  
**35**  
Section 3

PRIMARY SOURCE Political Cartoon

*This political cartoon illustrates the democratic revolutions that took place in October 1989 in which Communist governments in Poland, Hungary, and East Germany were overthrown and in which the Baltic republics of the Soviet Union—Lithuania, Estonia, and Latvia—moved toward independence. According to the cartoonist, what was the outcome of Mikhail Gorbachev's encouragement of social, political, and economic reforms in the Soviet Union?*



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### Activity Options

- Determining Main Ideas** With a small group of classmates, analyze this political cartoon. Which European countries and Soviet republics are represented as Halloween trick or treaters? What do these countries and republics want from the Soviet Union? Why do you think the cartoonist used the theme of Halloween for the cartoon?
- Analyzing Political Cartoons** Draw your own political cartoon about one of the struggles for democracy that you have read about in Chapter 35. Study this political cartoon and those on pages 1037 and 1047 of your textbook to stimulate ideas. Then display your cartoon in the classroom.





## Section 4

**PRIMARY SOURCE** *from* **The Road to Manjača**  
by Orhan Bosnević

*In 1992 a Bosnian Muslim was arrested by soldiers from the Serbian-led Yugoslav army and sent to Manjača, a concentration camp located in Serb-held Bosnia-Herzegovina. He uses a pseudonym—Orhan Bosnević—to protect family members who still live in Bosnia-Herzegovina. As you read this account of his ordeal, think about the brutal conditions he was forced to endure.*

Logor Manjača, a concentration camp for Muslims and Croats from all over Bosnia-Herzegovina, lies on the Manjača plateau just above Banja Luka. Once a Yugoslav army farm, its six animal sheds housed about four thousand men—if the inmates of a concentration camp may be called men.

If only we had been treated as well as the cattle and sheep that the sheds had been built for! Six to seven hundred of us, ranging from high school pupils to men in their eighties, were crammed like sardines into each seventy-by-twelve-meter building. At night we slept on the bare concrete or on fern leaves. In the day we were allowed to move a meter to the right of our sleeping position, a meter to the left, and to go to the latrine—in columns of ten men at a time. When it was hot outside, conditions were unbearable; when it was cold, they were worse.

In this camp of fear and horror, where the next moment might summon us to our deaths, we had two “meals” a day. Breakfast was a cup of a warm, colored liquid they called tea, a slice of bread (we were given one loaf between twenty-two to thirty of us), and a piece of bacon the size of a boiled sweet. For lunch, a third of a bowl of unsalted potato or bean soup, with or without a small piece of bread. On this grand diet we all lost ten, twenty, thirty kilos or more, and we were light-headed with hunger. . . .

At first, all movement was restricted to the shed. After two months, groups of twenty men at a time from each shed were allowed twenty minutes’ fresh air in turn. With six to seven hundred prisoners in each shed—or “pavilion,” as we were forced to call them, probably because it sounded pleasanter—it is not too hard to calculate how much fresh air we actually got. Some of us never went out at all.

After the beatings and the hunger, our biggest

problems were lack of fresh air, water, and hygiene. Suffocation and thirst had already killed some of us. As for hygiene, it was virtually non-existent. Our heads were shaved immediately on arrival, and I had two baths of two or three minutes each during my whole imprisonment. Our last bath—by courtesy of the army, who ran the camp—was on August 18th; the first inmates left Manjača on November 14th, in a state that is perhaps better left to the imagination. . . .

We did our washing at the back of the sheds, next to the minefield. Once, when I was inside the shed, there was a massive explosion, followed a few seconds later by the thud of something black hitting one of the transparent roof panels. A murmur went round the shed: “Another man gone.”

A prisoner—Ramadan Skorić from Kotor Varos—had stepped on a mine. Screaming, blood pouring from the jagged stumps of flesh and bone where his feet had been, he dragged himself to safety. None of us dared help him.

*from Orhan Bosnević, The Road to Manjača, Francis R. Jones, trans. Reprinted in Rabia Ali and Lawrence Lifschultz, eds., Why Bosnia? (Stony Creek, Connecticut: Pamphleteer’s Press, 1993), 107–109.*

## Research Options

1. **Comparing and Contrasting** Refer to pages 937–939 in your textbook and to firsthand accounts by Nazi concentration camp survivors such as Elie Wiesel (*In-Depth Resources*: Unit 7). Then work with classmates to make a Venn diagram in which you compare Nazi concentration camps in World War II with the Serbian concentration camp described in this excerpt.
2. **Using Research in Writing** Find recent newspaper or magazine articles about Bosnia. Then write a brief summary about the current political situation there and share it with classmates.



CHAPTER  
**35**

Section 1

LITERATURE SELECTION *from Brazil*  
by John Updike

*In this novel, American author John Updike traces the political, economic, and social changes that took place in Brazil from the mid-1960s to the mid-1980s through the eyes of Tristão Reposo, a child of the Rio slums, and his wife Isabel Leme, who grew up in the upper class. What does this excerpt reveal about Brazil's economic and political development?*

Yes, they lived happily then, in São Paulo, first in an apartment in Higienópolis, and then in a house in the Jardim América district, off the Rua Groenlândia, for a dozen years in all. The Leme brothers succeeded in obtaining for Tristão a position in middle management, not at the *fusca* plant where he had tightened engine-mounting bolts opposite gap-toothed Oscar—for *fuscas* were no longer made—but at a textile mill in São Bernardo, one of the so-called ABCD cities, industrial satellites of São Paulo.

The mill was a single vast room where giant looms kept up a clatter which pressed on Tristão's ears with a million small concussions; each noise was smaller than the clashes of metal on metal in the *fusca* factory, but there were many more of them. At first, he tried to understand the intricacies—the warp, the weft, the batten and its beating-in, the ways in which twill differed from plain weave, or tabby, and how variations in lifting the threads of the warp with the heddles produced satin and damask, warp-pile velvet and weft-pile corduroy, and the truly dizzying operation whereby many spinning cones of thread, drawn by a mechanical drawboy controlled by punched cards, could be woven to make elaborately figured fabrics.

The shuttle, that carried the weft threads back and forth under the lifted warps that formed the shed, was the basic awkwardness, he perceived, for at the heart of the weaving there must be this moment of suspension when the shuttle flies, or its flying is imitated by rapiers, by dummy-shuttles, and even by jets of air or water that propel the thread from one edge, called a selvage, of the cloth to the other, making a “pick.” Just so, at the heart of our lives lies a supernatural leap, an oscillating unlikelihood. Miraculously, the looms clanked and

clattered, repeating the shedding, the picking, and the beating-in with a merciless speed that yet did not snap threads: there was no resistance in the material universe to an inhuman acceleration. The human attendants of the machines, indeed, looked grotesquely lackadaisical and soft, like wet clay dropped here and there, idle spectators who would suddenly spring into action at the depletion of a bright-colored cone or glistening heavy shuttle. The workers, mostly women, wore kerchiefs to keep their long hair from becoming entangled with the machines, which in a flicker of mindless operation would pull their scalps loose from their skulls. Some of these women had Indian blood; others had come with the Japanese immigration, or the Italian before it, or among those varied Middle Eastern peoples lumped as *turcos*, Turks.

And then there was another giant room of the factory, in which the altogether different operation of knitting was carried on by machines built on quite different principles, needles being the fundamental unit, ingeniously bent needles of two types: spring beard and latch, the latch having a tiny pivot closing the needle's loop and permitting the stitch to be cast off. The needles in a variety of gauges

ranging from the size of a pencil to that of a mouse whisker were arrayed in bars or circles, cylinders or plates, controlled by moving cams that imitated the motion of knitting over and over and over, gnashing like piranhas, producing sheets or tubes of knitted fabric as coarse as ski sweaters or as seductively filmy as pantyhose. Tristão's attempt at understanding the details of manufacture gave him terrible, million-toothed dreams and lasted but a few weeks; then he perceived that his role was to understand merely his relation to the men above him in the management chain, and those below him, and to fit

***The mill was a single vast room where giant looms kept up a clatter which pressed on Tristão's ears with a million small concussions.***

himself into the organizational motions. Together, like a dim-witted animal that nevertheless knows enough to move toward food, the factory and its employees lumbered toward market; meanwhile, the government heavily rode the animal's back and inflation shackled its feet. Some of the managers interfaced with the market—the fashion experts, the advertising men, the wholesalers, the retailers' representatives—and others with the government, as it extracted its taxes, fine-tuned its price controls, imposed its safety and pollution regulations, accepted its bribes. Still others interfaced with the engineers and the machinery, which needed to be repaired, re-evaluated, and replaced with ever newer, more computerized and robotic equipment. Tristão, as it evolved, interfaced with the workers and their unions.

He had a certain social blankness, with his high solemn brow and unexpectedly dark eyes—the irises melting sorrowfully into the pupils—and a cautious dignity that fit him to the position. Though he was white, *claro*—almost unnaturally so, as if his skin had never seen the sun, or had been bleached by fiat—he lacked the upper-class Paulista accent that the workers and their leaders instinctively hated. He had none of the prissy, languid arrogance of the *filhos do poder* [sons of power]; he seemed, actually, to be the son of no one, and he attended earnestly and carefully to the workers' complaints and the labor unions' schemes for rectification of inequities and elimination of bottlenecks as if striving to puzzle through a maze where he lacked the guidance of prejudice. The whole legitimate modern world seemed something of a puzzle to him, that he must work through step by step. He was patient. He never condescended. Though he grasped, as if once one of them, the harsh monotony of work on the factory floor, he did not attempt, in the fascist manner ascendant during the military rule, to usurp the leadership of the rank and file. He kept on his silvery-gray suit and snow-white collar, visibly a company man, yet rose in prestige with the workers as—beginning with the sit-down strike of a bus factory in 1978 that spread to seventy-eight thousand metalworkers—waves of strikes and defiances effected a revolution in wage increases, safety

regulations, health benefits, and employee rights. Mass assemblies thundered their votes in soccer stadiums; union offices moved out from under the wing of government and corporate collusion into the Cathedral of São Bernardo, at the invitation of the newly reform-minded Church. The ultimate bastion against Communism is a bourgeoisified worker class, and Tristão, whose own bourgeoisification had about it something skin-deep, served as a kind of enzyme in the process. His neutrality of bearing and accent was like that of an actor on television, which was reassuring to workers who, at even the most abject level of poverty, lived more and more within television's soap operas, newscasts, and quiz shows.

His textile factory emerged from the strikes of 1980 with worker-management relations intact; it had become clear that the old class wars, which had driven capitalism like an engine overheated to the point of explosion, must give way, on a globe dominated by Japanese and German methodology, to arrangements of mutual dependency and satisfac-

***Together, like a dim-witted animal that nevertheless knows enough to move toward food, the factory and its employees lumbered toward market.***

tion between government, industry, and the populace. Tancredo Neves' brilliant defeat, in 1985, of the military rulers in the electoral college, and then his stunning death the night before his inauguration, passed in Tristão's clattering, shuttling world with scarcely a dropped stitch. As the years wore on, Tristão ever more patiently (and, it must be confessed, absent-mindedly) sat listening to the voice of the workers with the healing tact and non-committal silence of a Freudian psychiatrist, whose

patient, never cured, is nevertheless enabled to limp forward under the load of daily woe. Tristão prospered in his job. He took up the status-appropriate activities—tennis, jogging, squash, wind-surfing—and excelled in all, with his limber grace and latent ferocity. . . .

Yet he never really felt at home in São Paulo. Except in his daily commute to the industrial belt, and the routes to certain favored restaurants and their beach house in Ubatuba, he was forever getting lost, finding himself going around on the same viaduct, or circling the same neighborhood, or one that looked exactly like it. He could not shake the impression, received on his first visit nearly twenty

years before, that the city had no limits, no shape, compared with Rio, where the beaches and the breadloaf mountains pinch the streets to a series of dainty waists, and a horizon of untamed nature—bare mountaintop, sun-battered sea—is always in view. When he and Isabel, as their status befitted, travelled to Paris and Rome, New York and Tokyo, Buenos Aires and Mexico City, it all seemed to him, aside from the unmistakable difference between the Eiffel Tower and the Colosseum, more São Paulo, more cement-gray people-sprawl, eating up the planet. He thought back nostalgically upon the emptiness of the Mato Grosso, when he and Isabel had first traversed it, with its faint woody tang of some spiritual heartwood, and the flocks of flamingos rising in billows beneath the eastward-drifting outpouring of blue-bottomed

clouds, and the upside-down silhouettes of the *pinheiros* [pine trees] beckoning them, from a far rosy cliff, to that night's campsite.

## Discussion Questions

### ***Determining Main Ideas***

1. Where did Tristão work in the 1970s and 1980s, and what did he do?
2. What obstacles did industry in Brazil face in the late 1970s and early 1980s?

3. ***Drawing Conclusions*** Refer to pages 1033–1036 of your textbook to review the characteristics of democracy. What evidence that Brazil was moving from dictatorship toward democracy do you find in this excerpt? Give examples to support your answer.



## Section 1

## HISTORYMAKERS

# Juan and Eva Perón

## Argentina's First Couple

*"He is God for us; . . . we cannot conceive of heaven without Perón. He is our sun, our air, our water, our life."—Eva Perón, about her husband Juan*

Juan Perón was the dominant political force in Argentina for 30 years. He built a strong base of support among Argentina's workers and enjoyed their total loyalty. Helping him to achieve power was his wife, Eva, a one-time actress and a champion of the poor and downtrodden.

Perón's grandfather had been a physician and university teacher, but family fortunes had declined. Perón, who was born in 1895, entered the military academy and became an officer. He rose in the ranks and joined the army's general staff. In 1930, he played a minor role in a military plot that overthrew the civilian government.

After teaching military history for a time, Perón traveled to Europe in the late 1930s and observed fascism in Italy and Germany. He admired how the state controlled the nation's resources. Back in Argentina, he formed a group of colonels and majors and seized the government in 1943. Perón won the support of the nation's workers, whom he fondly called the *descamisados*, or the "shirtless ones." As secretary of labor, he gave them higher wages in order to gain their support.

Perón's growing power worried other officers, and in 1945 they arrested him. Workers streamed into the capital of Buenos Aires by the thousands. Alarmed, the other officers released Perón. He triumphantly appeared on a balcony to declare himself a candidate for president in next year's elections.

Joining in this massive demonstration was Eva Duarte. She had come to Buenos Aires from a poor home in the countryside to make her fortune as an actress. She became popular in radio soap operas. In 1944, at age 25 she met Perón, and the two quickly fell in love. The masses adored her, and "Evita," as she was called, helped connect Perón to them. They married in late 1945, and Perón began to campaign for the presidency.

Perón won the election easily. He was fortunate because Argentina's post-World War II economy was booming. Food was in high demand in war-torn Europe, which enabled farmers to charge high prices. Perón could afford to give workers a 40-hour week, paid vacations, and retirement benefits.

Meanwhile, Evita became an important figure. She had offices in a government agency, where she tried to help the people. She formed a foundation that oversaw almost all charity giving in the country. She told enthusiastic crowds that her expensive clothes symbolized their future. She also campaigned for women to have the right to vote. Other powerful groups were alarmed by the almost fanatical support that both husband and wife enjoyed.

Perón also took practical steps to consolidate his power. People in all walks of life—teachers, students, workers, business owners, and farmers—were forced to join groups that Perón controlled. He moved Argentina more toward a police state. He shut down newspapers, took control of all radio stations, and suppressed opposition. The legislature, which he controlled, passed a new law allowing the president to serve two terms. He won reelection in a vote that showed signs of corruption. In the meantime, Argentina's economy suffered as exports declined.

The couple stumbled in 1951 when Evita became a candidate for vice president. The army would not support the move, and she was forced to withdraw from the race. The next year, she died of cancer. Perón began to lose support. He took actions that angered the Catholic church, which had supported him in the past. In 1955, it and the army ousted him from power.

Perón spent almost 20 years in exile. However, he still remained popular with Argentina's workers and could prevent any other leader from running the country effectively. In 1972, he was allowed to return home and became president again the next year. Perón, though, was old and ill and died in 1974.

## Questions

- Making Inferences** How did Juan and Eva Perón work together effectively?
- Analyzing Causes and Recognizing Effects** How did the Argentine economy help and then hurt Perón?
- Drawing Conclusions** Did Perón unite or divide Argentine society?

CHAPTER  
**35**

Section 2

HISTORYMAKERS

# Nelson Mandela

## *Fighting for Freedom for All*

*"When I walked out of prison, that was my mission, to liberate the oppressed and the oppressor both. . . . For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."*—  
*Mandela, Long Walk to Freedom (1994)*

Nelson Mandela lived an improbable life. Born in a tribal culture, he became educated in Western ways. A leader of his people, he spent nearly 30 years in jail. Four years later, he was elected president of South Africa.

Mandela's father was a wealthy and influential chief of the Thembu people. Born in 1918, Mandela was still a young boy when his father defied a British judge. Believing that English law had no power in tribal affairs, he refused the court's summons. The judge then stripped Mandela's father of his title, his herd of cattle, and, as a result, his wealth. Young Mandela was taken by his mother to another village, where she raised him with the support of relatives.

Mandela received his law degree in 1942. He then joined the African National Congress (ANC). It had been founded in 1912 to fight for blacks' rights in South Africa. The ANC used the principles of nonviolent protest developed by Mohandas Gandhi in India. Within the ANC, Mandela and other younger members formed the African Youth League. They wanted to take more aggressive actions toward winning their rights.

After World War II, the white minority leaders in South Africa refused to grant any rights to blacks. Instead, the government enacted a system of apartheid, the policy of racial separation and discrimination. The Youth League began a long struggle in protest. In 1952, Mandela took a leadership post in the ANC. He masterminded a series of demonstrations in which volunteers deliberately broke apartheid laws. This work won him a government ban on further activity.

Mandela did not appear at a public protest until 1955. It was then that he spoke at a meeting that joined the ANC and other protest parties in a common cause. The groups adopted a program of reforms known as the Freedom Charter. It called for a nation without racial divisions and a more balanced distribution of wealth. He and several other leaders were quickly arrested, but their trial lasted from 1956 to 1961. All were finally released, as the

government lacked enough evidence to convict them of a crime.

In the later years of the case, events took a bloody turn. A massive protest in Sharpeville ended in a massacre that left 69 blacks dead. The white leaders cracked down on all anti-government groups and arrested many people. Mandela was held for a while and then released. He lived as a fugitive while he formed a military unit within the ANC called Spear of the Nation. Its goal was to attack places that had symbolic or economic value but not to harm people. He was captured in 1962. The next year he was convicted of working to overthrow the government and sentenced to life in prison.

Mandela spent nearly 30 years in jail. His release became an international cause. In 1984, the South African government offered him his freedom if he would agree to live in one of the "homelands," the living areas that had been set up for blacks. Mandela refused.

Other countries put increasing economic pressure on South Africa. Finally, in 1990 President F. W. de Klerk released Mandela from prison and legalized the ANC. The legislature passed laws that ended apartheid. In 1994, in the first elections to include voters from all races, Mandela won the presidency of South Africa.

Mandela's victory was bittersweet. He separated from and later divorced his wife, Winnie. In 1997, he suffered the embarrassment of her facing charges that she murdered other black Africans.

## Questions

1. **Forming and Supporting Opinions** What do you think of Mandela's idea that it is necessary to free both the oppressor and the oppressed?
2. **Making Inferences** Did Mandela ever abandon the reliance on nonviolent protest? Explain.
3. **Making Predictions** Based on what you have read about independence in Africa, what challenges do you think face Mandela?



CHAPTER  
**35**

Section 3

CONNECTIONS ACROSS TIME AND CULTURES

# *The Breakup of Two Empires*

THEMATIC CONNECTION:

REVOLUTION

*As you have studied history, you have learned about the rise and fall of many empires. Many forces, both short- and long-term, contribute to the collapse of an empire. Compare the disintegration of the Soviet bloc and the Ottoman Empire by answering the questions that follow.*

1. The Ottoman Empire had difficulties adapting to the modern world of the late 1800s. Once a leader in science and technology, the Ottoman Empire fell further and further behind Europe. Attempts at reform failed. In the Soviet Union, Mikhail Gorbachev introduced reform measures. How did Gorbachev's reform measures contribute to the breakup of the Soviet Union? \_\_\_\_\_  
\_\_\_\_\_
2. In the Ottoman Empire, the ruling party broke up into a number of quarreling factions. What role did political factions play in breaking up the Soviet Union? \_\_\_\_\_  
\_\_\_\_\_
3. The Crimean War between the Russians and the Ottomans revealed how militarily weak the Ottoman Empire was. What effect did the Soviet invasion of Afghanistan have on the Soviet Union? \_\_\_\_\_  
\_\_\_\_\_
4. Another force that set the stage for collapse of the Ottoman Empire was nationalism. By the early 1900s, several Balkan groups had broken away from Ottoman rule and formed new nations. How did the forces of nationalism affect different ethnic groups living in the Soviet Union? \_\_\_\_\_  
\_\_\_\_\_
5. Observing the slow decline of the Ottoman Empire, Muslim nations such as Egypt and Persia initiated reforms. In Eastern Europe, Poland and Hungary were the first to launch reform programs. How did reform movements in Eastern Europe contribute to the collapse of the Soviet bloc? \_\_\_\_\_  
\_\_\_\_\_
6. As a result of their defeat in World War I, the Ottoman Turks were forced to give up almost all of their former empire. They were allowed to keep only the territory that is today Turkey. What is the current status of the former Soviet Union and the Eastern European nations it once dominated? \_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**35**  
**Section 1**

**RETEACHING ACTIVITY**

***Democracy Case Study:***  
***Latin American Democracies***

***Determining Main Ideas*** Write your answers in the blanks provided.

1. What are four common practices among democracies?

---

---

2. What conditions support democratic institutions in creating a stable civilian government?

---

---

3. What problems plagued Latin American countries even after they won independence?

---

---

***Reading Comprehension*** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- \_\_\_\_ 4. president of Brazil elected in 2002
- \_\_\_\_ 5. political party that ruled for more than 70 years in Mexico
- \_\_\_\_ 6. elected president of Mexico in 2000
- \_\_\_\_ 7. army officer who became dictator in Argentina
- \_\_\_\_ 8. group that refused to provide financial aid to Argentina
- \_\_\_\_ 9. this country went to war with Britain over Falkland Islands
- \_\_\_\_ 10. this country is the largest in South America

- a. Juan Peron
- b. PRI (Institutional Revolutionary Party)
- c. International Monetary Fund
- d. Luiz Inacio Lula da Silva
- e. Vicente Fox
- f. Argentina
- g. Brazil





## Section 2

## RETEACHING ACTIVITY

*The Challenge of  
Democracy in Africa*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. The main reason African countries had difficulty establishing democracies was because of poverty.  
\_\_\_\_\_
- \_\_\_\_\_ 2. European powers had supported the planting of cash crops rather than a wide variety of products to fill local needs.  
\_\_\_\_\_
- \_\_\_\_\_ 3. In 1967, the Eastern Region of Nigeria seceded from the country and formed the new nation of Biafra.  
\_\_\_\_\_
- \_\_\_\_\_ 4. In 1999, Nigerians elected their first civilian president, General Abdulsalami Abubakar.  
\_\_\_\_\_
- \_\_\_\_\_ 5. South Africa's system of complete separation of the races was known as segregation.  
\_\_\_\_\_
- \_\_\_\_\_ 6. In 1912, black South Africans formed the African National Congress to fight for their rights.  
\_\_\_\_\_
- \_\_\_\_\_ 7. Thabo Mbeki, South Africa's president elected in 1989, legalized the ANC and released Nelson Mandela from prison.  
\_\_\_\_\_
- \_\_\_\_\_ 8. One of the biggest problems South Africa faces today is AIDS.  
\_\_\_\_\_

CHAPTER  
**35**  
Section 3

## RETEACHING ACTIVITY

*The Collapse of  
the Soviet Union*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                              |                                             |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| _____ 1. The ruling committee of the Communist Party                                                                         | A. perestroika                              |
| _____ 2. Soviet leader who became general secretary of the Communist Party after Brezhnev's death                            | B. Boris Yeltsin                            |
| _____ 3. Gorbachev's policy of openness in economic and social reforms                                                       | C. "shock therapy"                          |
| _____ 4. Gorbachev's plans for restructuring and reviving the Soviet economy                                                 | D. politburo                                |
| _____ 5. Agreement between the United States and Soviet Union that banned nuclear missiles with ranges of 300 to 3,400 miles | E. Commonwealth of Independent States       |
| _____ 6. This Baltic nation was the first to declare its independence as central controls in the Soviet Union loosened       | F. Lithuania                                |
| _____ 7. Russian Republic's first directly-elected president                                                                 | G. Chechnya                                 |
| _____ 8. Loose federation of former Soviet territories                                                                       | H. unemployment                             |
| _____ 9. Yeltsin's plan for an abrupt shift to free-market economics                                                         | I. glasnost                                 |
| _____ 10. War in this largely Muslim area in southwestern Russia continued into the 1990s                                    | J. Mikhail Gorbachev                        |
| _____ 11. President who succeeded Yeltsin                                                                                    | K. Vladimir Putin                           |
| _____ 12. One sign that Russian society after the collapse of the Soviet Union was experiencing high stress                  | L. Intermediate Range Nuclear Forces Treaty |



CHAPTER  
**35**  
Section 4

**RETEACHING ACTIVITY***Changes in Central  
and Eastern Europe*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

Aleksander Kwasniewski  
Czech Republic  
Ion Iliescu  
ethnic cleansing  
Vaclav Havel

Solidarity  
Nicolae Ceausescu  
Lech Walesa  
Slobodan Milosevic

Josip Tito  
reunification  
Helmut Kohl  
Slovakia

1. Union of workers at a Gdansk shipyard who went on strike to gain government recognition:  
\_\_\_\_\_
2. Union leader who became a hero when the government gave in to the union's demands:  
\_\_\_\_\_
3. Polish president elected in 1995 whose goal was to establish a strong market economy in Poland: \_\_\_\_\_
4. Term referring to the merging of East and West Germany: \_\_\_\_\_  
\_\_\_\_\_
5. West German Chancellor who helped persuade other European nations to accept Germany's merging: \_\_\_\_\_
6. Czech dissident who later was elected president of Czechoslovakia:  
\_\_\_\_\_
7. Czechoslovakia divided into these TWO countries: \_\_\_\_\_  
\_\_\_\_\_
8. Ruthless Communist dictator of Romania who ordered the massacre in Timisoara:  
\_\_\_\_\_
9. Romanian president elected in 2000: \_\_\_\_\_
10. Leader who held Yugoslavia together from 1945 to 1980: \_\_\_\_\_  
\_\_\_\_\_
11. Process of using violence and forced emigration against Bosnian Muslims living in Serb-held land:  
\_\_\_\_\_

**CHAPTER**  
**35****Section 5****RETEACHING ACTIVITY** *China: Reform and Reaction*

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                          |                        |
|--------------------------------------------------------------------------------------------------------------------------|------------------------|
| _____ 1. Mao Zedong's 1966 effort to cleanse China of anti-revolutionary influences                                      | A. Four Modernizations |
| _____ 2. Chinese premiere who brought a moderate period to China                                                         | B. Zhou Enlai          |
| _____ 3. U.S. president who made a state visit to China in 1972                                                          | C. Jiang Zemin         |
| _____ 4. Chinese leader who by 1980 was the most powerful leader in the country                                          | D. Tianamen Square     |
| _____ 5. A set of goals for China that called for progress in agriculture, industry, defense, and science and technology | E. Hu Jintao           |
| _____ 6. Location of a pro-democracy student protest that was crushed by Deng's soldiers                                 | F. Hong Kong           |
| _____ 7. Communist Party general who assumed the presidency after Deng died                                              | G. Cultural Revolution |
| _____ 8. Thriving business center and British colony on the southeastern coast of China                                  | H. Richard Nixon       |
| _____ 9. Successor to Jiang Zemin after Zemin retired in 2002                                                            | I. China               |
| _____ 10. Country that assumed control of Hong Kong in 1997                                                              | J. Deng Xiaoping       |

CHAPTER  
**36**  
Section 1

GUIDED READING

*The Impact of Science  
and Technology*

**A. Summarizing** As you read this section, fill out the chart by listing examples of technological progress in each of the following areas.

|                                      |                            |                                 |
|--------------------------------------|----------------------------|---------------------------------|
| <p><b>1. Space exploration</b></p>   | <p><b>2. Astronomy</b></p> | <p><b>3. Communications</b></p> |
| <p><b>4. Health and medicine</b></p> | <p><b>5. Genetics</b></p>  | <p><b>6. Agriculture</b></p>    |

**B. Drawing Conclusions** On the back of this paper, write a brief essay explaining possible consequences—both positive and negative—of **genetic engineering** and the **green revolution**.

CHAPTER  
**36**

GUIDED READING *Global Economic Development*

Section 2

**A. Analyzing Causes and Recognizing Effects** As you read about global economics, complete the chart by filling in the cause or effect.

| Causes                                                                                                          |   | Effects                                                                |
|-----------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------|
| 1.                                                                                                              | → | Manufacturing jobs moved out of developed nations to emerging nations. |
| 2. Multinational companies developed worldwide; computer linkages made business transactions easier and faster. | → |                                                                        |
| 3.                                                                                                              | → | The United States, Canada, and Mexico signed NAFTA.                    |
| 4. Activities essential for industry and trade require the use of much energy.                                  | → |                                                                        |
| 5. Manufacturing processes release chemicals called chlorofluorocarbons.                                        | → |                                                                        |
| 6.                                                                                                              | → | Many plants and animals are becoming extinct.                          |

**B. Clarifying** On the back of this paper, define the following terms:

global economy      free trade      sustainable development

**CHAPTER**  
**36****Section 3****GUIDED READING** *Global Security Issues*

**A. Drawing Conclusions** As you read this section, fill out the charts by writing answers in the appropriate boxes.

| How do the following help to ensure collective security? |  |
|----------------------------------------------------------|--|
| 1. Military alliances                                    |  |
| 2. United Nations                                        |  |
| 3. Nuclear Non-Proliferation Treaty                      |  |

| How have the following threatened global security? |  |
|----------------------------------------------------|--|
| 4. Ethnic and religious rivalries                  |  |
| 5. Health issues                                   |  |

| How have the following promoted the cause of human rights? |  |
|------------------------------------------------------------|--|
| 6. Universal Declaration of Human Rights                   |  |
| 7. Women's rights movement                                 |  |
| 8. Migration                                               |  |

**B. Clarifying** On the back of this paper, define these terms:

**proliferation    political dissent    AIDS**



CHAPTER  
**36**

Section 4

GUIDED READING

*Terrorism*

*Case Study: September 11, 2001*

**A. Recognizing Facts and Details** As you read about terrorism, take notes to answer the questions.

|                                                                                                                                                                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>1. Who?</b><br>Who is Osama bin Laden?<br>Who are sky marshals?                                                                                                       |  |
| <b>2. When?</b><br>When were the U.S. embassies in Kenya and Tanzania bombed?<br>When did terrorists crash two airliners into the twin towers of the World Trade Center? |  |
| <b>3. What?</b><br>What is cyberterrorism?<br>What is the Department of Homeland Security?                                                                               |  |
| <b>4. Where?</b><br>Where did terrorists strike in Munich, Germany in 1972?<br>Where did cult members release a deadly nerve gas in 1995?                                |  |
| <b>5. How?</b><br>How has the United States increased aviation security?<br>How was part of the Pentagon destroyed?                                                      |  |
| <b>6. Why?</b><br>Why did the Irish Republican Army (IRA) engage in terrorist attacks?<br>Why are some people critical of the USA Patriot Act?                           |  |

**B. Recognizing Purpose** On the back of this paper, name some of the reasons why terrorist groups commit acts of terrorism.

**CHAPTER**  
**36****Section 5****GUIDED READING** *Cultures Blend in a Global Age*

**A. Drawing Conclusions** As you read this section, take notes to answer questions about the sharing and blending of cultures.

**Cultural exchanges are taking place at a faster pace than ever before.**

1. How has technology affected the sharing and blending of cultures?

2. Why is mass media such a powerful force in spreading popular culture throughout the world?

**Western culture has greatly influenced cultures in many parts of the world.**

3. Why does the West play such a dominant role in shaping world culture?

4. What is one significant difference between Western cultural beliefs and many non-Western cultural ideas?

**Global interdependence has ushered in change and challenges.**

5. Why do many people view with alarm the development of a global popular culture heavily influenced by Western ways?

6. How have different countries responded to the impact of cultural intrusion?

**B. Clarifying** On the back of this paper, define the following terms:

**popular culture      mass media      materialism**

CHAPTER  
**36**

**BUILDING VOCABULARY** *Global Interdependence*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                             |                                                                                                                                        |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| ____ 1. genetic engineering | a. an attempt to increase food production worldwide through the use of fertilizers, pesticides, and disease-resistant strains of crops |
| ____ 2. materialism         | b. nations in the process of becoming industrialized                                                                                   |
| ____ 3. emerging nation     | c. all the financial interactions that cross international borders                                                                     |
| ____ 4. developed nation    | d. managing development to meet current economic needs and also preserve the environment and conserve resources for future generations |
| ____ 5. global economy      | e. nations with the industrialization, transportation, and business facilities for advanced production of manufactured goods           |
| ____ 6. free trade          | f. the Western mindset of placing a high value on acquiring material possessions                                                       |
| ____ 7. sustainable growth  | g. the introduction of new genes into an organism to give that organism new traits                                                     |
| ____ 8. green revolution    | h. the elimination of trade barriers among nations                                                                                     |

**B. Completion** Select the term or name that best completes the sentence.

|                   |                   |               |                                       |
|-------------------|-------------------|---------------|---------------------------------------|
| Internet          | ozone layer       | proliferation | Universal Declaration of Human Rights |
| political dissent | gender inequality | AIDS          | refugee                               |

- The \_\_\_\_\_ is a document issued by the United Nations setting human rights standards for all nations.
- The difference between men and women in terms of wealth and status is called \_\_\_\_\_.
- The layer in the Earth's upper atmosphere that provides protection against the Sun's ultraviolet rays is called the \_\_\_\_\_.
- A person who leaves his or her country to move to another to find safety is a \_\_\_\_\_.
- Difference of opinion over political issues is called \_\_\_\_\_.
- The voluntary linkage of computer networks around the world is called the \_\_\_\_\_.

**C. Writing** Using the following terms, write a brief letter to a government official stating your views on some aspect of the U.S. war on terrorism.

|           |                |                                 |                 |
|-----------|----------------|---------------------------------|-----------------|
| terrorism | cyberterrorism | Department of Homeland Security | USA Patriot Act |
|-----------|----------------|---------------------------------|-----------------|

**CHAPTER**  
**36****Section 2****SKILLBUILDER PRACTICE** *Analyzing Motives*

*Analyzing motives involves examining the reasons why a person, group, or institution follows a particular course of action. These reasons usually are rooted in the needs, emotions, prior experiences, or goals of the person, group, or institution. The passage below discusses the efforts of American businesses to remain competitive in the global economy and the impact of these efforts on American workers. Read the passage, and then complete the questions that follow. (See Skillbuilder Handbook.)*

**American Companies** During the 1990s, U.S. businesses felt pressure to cut costs whenever possible. To reduce labor costs, businesses frequently moved their operations to less economically advanced countries, where wages were lower. This movement of jobs angered many American workers, who feared their jobs would be the next to go.

Less economically advanced countries also offered some businesses an opportunity to evade the strict environmental regulations legislated in such developed nations as the United States. Just south of the U.S. border with Mexico, for example, foreign-owned *maquiladoras*, or assembly plants, often operated irresponsibly, dumping poisonous chemical wastes on Mexican soil.

Another step American companies took to reduce labor costs was to downsize—reduce staff in order to streamline operations—and to hire temporary workers, who were often less expensive. Many young workers who saw their parents work for one

company until retirement found themselves working as “permalancers,” long-term freelance workers.

**American Work Force** With the U.S. economy undergoing such extensive change at the end of the 20th century, feelings of insecurity were inevitable. Many Americans in all sectors of the economy feared being left behind by the rapid changes. Other Americans, however, saw great opportunities for progress—especially from the endless stream of new technology.

Management consultant Peter Drucker estimated that early in the 21st century, at least one in three workers would be a “knowledge worker.” Unlike the factory work that had paid good wages even to semiskilled workers, the new high-tech jobs demanded that workers have specialized skills, creativity, and knowledge of computers. Most workers who landed high-tech jobs could be assured of a healthy salary.

1. Why might some businesses want to move their operations to countries that have less strict environmental regulations than the United States? \_\_\_\_\_  
\_\_\_\_\_
2. What is the motivation behind American companies' efforts to cut costs? \_\_\_\_\_  
\_\_\_\_\_
3. Why did many American workers feel insecure about their jobs? \_\_\_\_\_  
\_\_\_\_\_
4. Why do you think some American workers saw opportunities in the changes in the U.S. economy at the end of the 20th century? \_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**36**  
**Section 2**

**GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION**

*Deforestation in Brazil*

*Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.*

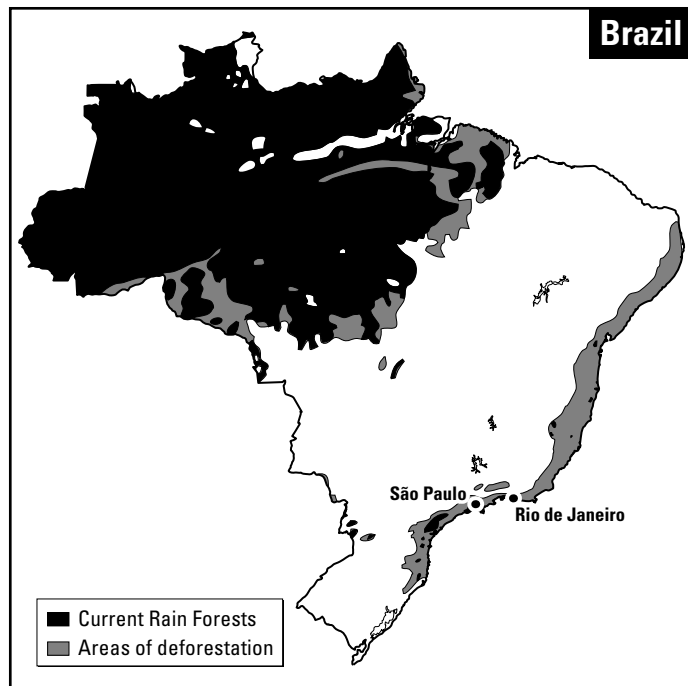
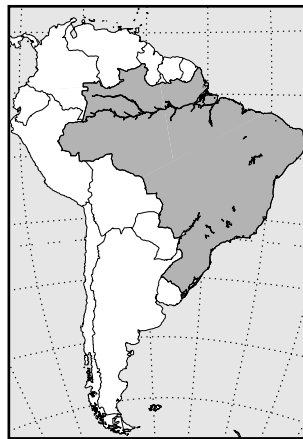
During the late 20th century, massive economic development has put the world's environment at risk. Factories and gas-fueled engines pollute the air and water, and the consumption of the earth's resources is slowly ruining the environment. The destruction of the Brazilian rain forest is one example.

Rain forests are warm, wet woodlands filled with a wide variety of plants and animals. They are a source for many types of medicine. In addition, they stabilize the earth's climate and clean the air. The world's largest rain forest is centered in Brazil. It covers nearly 2.3 million square miles and supports one-fifth of the world's bird and plant species and one-tenth of all mammal species.

In the mid-1970s, the construction of Brazil's Transamazonia Highway brought humans into greater contact with the rain forest. This increased the amount of harmful logging, mining, and burn-

ing in the rain forests. The trees—especially mahogany—became valuable in furniture production. Furthermore, wealthy Brazilian landowners supported “slash and burn farming.” This farming method clears land by cutting down and burning portions of the forest. This is a particularly wasteful loss of trees because rain forest soil is useless after only a few years of farming and is then abandoned. As a result, rain forests—millions of years in the making—are threatened with total destruction in just a few decades.

Only 2 percent of Brazil's rain forest on the Atlantic coast remains. However, reform measures in Brazil have cut the rate of deforestation in recent years from 11,000 square miles in 1985 to just over 4,000 square miles in 1991. The Brazilian government is also enacting new guidelines in an attempt to control this deforestation.



**Interpreting Text and Visuals**

1. What is a rain forest? \_\_\_\_\_  
\_\_\_\_\_

2. In what part of Brazil is most of its rain forest located? \_\_\_\_\_  
\_\_\_\_\_

3. In what part of Brazil has most of the rain forest destruction occurred? \_\_\_\_\_

4. What are some of the benefits the rain forests provide?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What are the three main causes of deforestation of the rain forests? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Why do you think that rain forests won't grow back in the near future?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Why is "slash and burn" farming so wasteful? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**36**

Section 1

PRIMARY SOURCE *from* “Down to Earth”  
by Sharon Begley

*In 1996, American astronaut Shannon Lucid spent 188 days in space. At the time, this set the United States record for space-flight endurance. Lucid was also the first American woman to work aboard the Soviet-launched Mir space station. Scientists expected her muscles to be weakened and her bones made brittle by her extended time in weightless conditions. When she returned to Earth, specialists were ready to carry her from the space shuttle Atlantis to a bed in the crew transporter.*

Although the 53-year-old astronaut was “wobbly and woozy,” according to David Leestma, NASA’s director of flight-crew operations, she walked the 25 feet to the transporter, making up with pure grit what 188 days and 67,454,841 nautical miles in space had wrung out of her in muscle and bone strength. “She’s in great shape,” exulted NASA Administrator Daniel Goldin. He met Lucid in the crew transporter with a huge gold-wrapped box of M&M’s from President Clinton (during her six months on the Russian space station *Mir*, Lucid issued more SOS’s for M&M’s than a castaway for a rescue ship). In a phone call from the White House, Clinton told a grinning Lucid, “I couldn’t believe you walked off that shuttle.” That she did was a tribute to sheer willpower—and exercise machines. She logged almost 400 hours on the stationary bicycle and treadmill aboard *Mir*, determined to prove that long spaceflights needn’t leave you a temporary cripple. . . .

Maybe it didn’t have quite the thrill of Neil Armstrong’s “one giant leap for mankind” on the moon 27 years ago, but Lucid’s small steps promised to become a part of space lore in their own right. When Russian cosmonauts return from months of duty on *Mir*, they typically leave the return spaceship on stretchers; virtually everyone at NASA, from the rescue crew on up, expected Lucid to be carried off *Atlantis*. Lucid is no superwoman—once in the transporter, she lay on a gurney—but she had shown throughout her space odyssey true grace as well as grit, a temerity and determination that astronauts of the 21st century will need in abundance. For space is no longer about riding a pillar of fire into orbit and taking a few spins around the planet just to put another patriotic notch in NASA’s belt. “In the early days the mission was just getting up there—and that was a huge deal,” says Dr. Norman Thagard, who spent four months on *Mir* before Lucid. “Now you’ve got

to do something productive while you’re in orbit.” Lucid’s mission . . . “is a prototype for [that] future,” said astronaut Carl Walz, one of the *Atlantis* crew members. . . .

Lucid isn’t finished blazing the trail to tomorrow. Now she gets to be a medical guinea pig, the most important body of data—literally—that NASA has ever gotten its stethoscopes on. Having spent more time in space than any other American and any other female earthling, Lucid is Exhibit A in whether a couple of hours a day on a treadmill is enough to prevent bones from becoming as brittle as praline and the cardiac muscle as limp as day-old fish. As soon as she lay down in the crew transporter, physicians began exhaustive tests to determine how weightlessness had affected her heart, muscles, bones, blood, urine, saliva, balance, strength, aerobic capacity—in short, anything that can be measured, observed, titrated, counted or otherwise quantified. Inside Kennedy Space Center, her first stop after a quick reunion with her husband and three grown children, was the MRI tube. She can look forward to more of the same every day for at least the next two weeks—though she can sleep at her own house—and intermittently for three years or more.

*from Newsweek, October 7, 1996.*

## Discussion Questions

### Clarifying

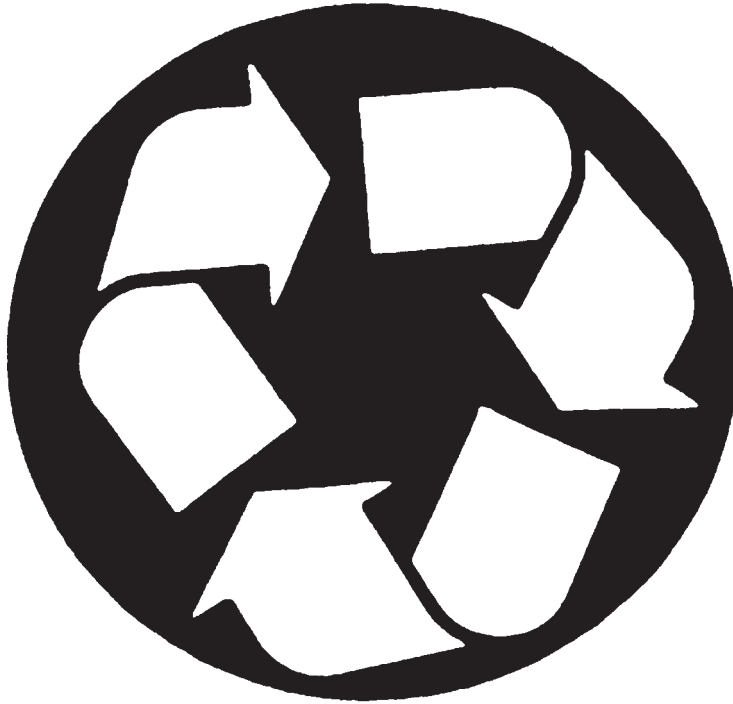
1. What were three things that happened to Lucid when she landed on Earth after 188 days in space?
2. What did scientists hope to learn from Lucid’s mission in space?
3. **Making Predictions** What do you think Lucid’s successful space mission forecasts about the future of space exploration?



**CHAPTER**  
**36****Section 2****PRIMARY SOURCE****Recycling Symbol**

*The concept of recycling was introduced to the general public on April 22, 1970, the first Earth Day. The following recycling symbol, which appears on a host of products, consists of three chasing arrows. Each arrow represents part of the recycling cycle—collecting of materials, reprocessing of recyclables into new products, and purchasing products made from recycled materials. Which products that you use at home or in school bear this symbol?*

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**Research Options**

1. **Creating Written Presentations** With your classmates, find out about recycling programs in your community. Then make an informational display of items that you can recycle. After you finish the display, identify which of these items bear this recycling symbol.
2. **Writing for a Specific Purpose** Write a letter to a national organization such as National Recycling Coalition in Alexandria, Virginia, or to a local recycling service requesting information about recycling. Then share the response you receive with your classmates.

CHAPTER  
**36**

Section 3

PRIMARY SOURCE *from* **The Universal Declaration of Human Rights**

*The United Nations adopted the Universal Declaration of Human Rights on December 10, 1948. The purpose of the Declaration was to set human rights standards for all nations. As you read the following excerpt, think about whether people around the world have these rights today.*

**Preamble**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law, . . .

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore,

**THE GENERAL ASSEMBLY**

proclaims

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3. Everyone has the right to life, liberty and security of person.

Article 4. No one shall be held in slavery or

servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6. Everyone has the right to recognition everywhere as a person before the law.

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9. No one shall be subjected to arbitrary arrest, detention or exile.

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Excerpt from "The Universal Declaration of Human Rights" (United Nations, December 10, 1948). Copyright © United Nations. All United Nations rights reserved. Reprinted by permission.

**Activity Options**

1. **Analyzing Issues** With a small group of classmates, discuss the rights outlined in the UN Declaration. Then identify at least two countries in which residents do not have these rights and explain what conditions exist that deny the people these rights.
2. **Comparing** Make a chart to compare this UN Declaration with the English Bill of Rights, Declaration of Independence, and Declaration of the Rights of Man and of the Citizen. Then share your chart with classmates.



## Section 5

PRIMARY SOURCE *from* “Cupid’s a Korean Computer,  
Making Wise Matches”

by Sheryl WuDunn

*Cultural sharing and blending has occurred since the beginnings of civilization. In South Korea, for example, marriages had traditionally been arranged by parents—the bride and groom often did not meet until their wedding day. As a result of Western influences on South Korea, however, the methods for finding a suitable marriage partner today are considerably more high tech. According to this newspaper article, how do many modern South Koreans select their mates?*

Pundang, South Korea — It used to be that South Korea’s marriageable young would sit back and wait for their parents to strike a union for them that would last a lifetime—and often the bride and groom did not meet until their wedding day.

Those days of arranged nuptials are now gone, and people are increasingly turning to marriage partners found by dating agencies as well as parents and colleagues. Of course dating agencies exist all over the world, but those in South Korea are less about finding romance than about discovering the perfectly appropriate spouse. . . .

For starters, although a little more love and expression have slipped into the calculations of marriage, a match made under the stars is still rarely left to serendipity, chance or even just plain love.

Indeed, only 20 percent of people in South Korea marry just for love, said Lee Kwang Kyu, an anthropologist at Seoul National University. The rest are “half-half” marriages, in which couples come to love each other after their match has been orchestrated through parents, relatives, matchmakers or dating services.

Many South Koreans still believe that marriage is not so much a union between two individuals as it is between two families, so that the in-laws have to get along. Moreover, among the crucial tests for a fortuitous marriage are matching birth dates, zodiac signs and the elemental characteristics of a person like wood, fire, water, earth, and gold.

For instance, tradition warns that a man born in the year of a mouse would not want to marry a woman born in the year of a tiger if there is to be harmony in the marriage. And if his elemental sign is wood, he would not be compatible with a woman whose sign is fire.

“It’s not an easy job,” Mr. Lee said. “They must consider all these things.”

Then, of course, matching social status is crucial to marriages in South Korea, particularly among this country’s stylish professionals. So computerized dating services, which take in all sorts of data on a candidate’s background, are doing a booming business, luring doctors, lawyers, accountants, engineers and the sons and daughters of Korea’s prominent personalities.

“In the past, people from the village would bring together men and women, but ever since apartment buildings started going up, the concept of the village has died out and there are no more village get-togethers,” said Cha Il Ho, 56, who runs Pangbae Matrimonial Agency. “These days people are so busy they hardly have time to do introductions. And often when they do, the two sides don’t really know what kind of person they are meeting.”

Mr. Cha’s dating agency, where more than 4,000 members paid 200,000 won (about \$230) to join, hires an investigative agency to check into people’s backgrounds—their schooling, work experience and family background. Then, if a couple gets married through Mr. Cha’s agency, the bride and groom each pay him a thank-you fee of about \$1,100.

*from The New York Times, April 17, 1997.*

## Discussion Questions

### Clarifying

1. How do many South Koreans today find marriage partners?
2. According to South Korean tradition, what different elements must potential mates consider in order to insure a harmonious marriage?
3. **Making Inferences** In what ways does this article reflect the impact of Westernizing influences on South Korean culture? In what ways does the article reflect resistance to Westernization?

CHAPTER  
**36**

Section 2

LITERATURE SELECTION **“Paper”**  
by Catherine Lim

*Malaysian author Catherine Lim set this short story in Singapore, an island nation that became known as one of the Four Tigers of Asia—the name given to Asian countries that experienced dramatic economic growth beginning in the 1970s. What price does Tay Soon, the story’s main character, pay for his dreams of success?*

He wanted it, he dreamed of it, he hankered after it, as an addict after his opiate. Once the notion of a big beautiful house had lodged itself in his imagination, Tay Soon nurtured it until it became the consuming passion of his life. A house. A dream house such as he had seen on his drives with his wife and children along the roads bordering the prestigious housing estates on the island, and in the glossy pages of *Homes* and *Modern Living*. Or rather, it was a house which was an amalgam of the best, the most beautiful aspects of the houses he had seen. He knew every detail of his dream house already, from the aluminum sliding doors to the actual shade of the dining room carpet to the shape of the swimming pool. Kidney. He rather liked the shape. He was not ashamed of the enthusiasm with which he spoke of the dream house, an enthusiasm that belonged to women only, he was told. Indeed, his enthusiasm was so great that it had infected his wife and even his children, small though they were. Soon his wife Yee Lian was describing to her sister Yee Yeng, the dream house in all its perfection of shape and decor, and the children were telling their cousins and friends. “My daddy says that when our house is ready . . .”

They talked of the dream house endlessly. It had become a reality stronger than the reality of the small terrace house which they were sharing with Tay Soon’s mother, to whom it belonged. Tay Soon’s mother, whose little business of selling bottled curries and vegetable preserves which she made herself, left her little time for dreams, clucked her tongue and shook her head and made sarcastic remarks about the ambitiousness of young people nowadays.

“What’s wrong with this house we’re staying in?”

she asked petulantly. “Aren’t we all comfortable in it?”

Not as long as you have your horrid ancestral altars all over the place, and your grotesque sense of colour—imagine painting the kitchen wall bright pink. But Yee Lian was tactful enough to keep the remarks to herself, or to make them only to her sister Yee Yeng, otherwise they were sure to reach the old lady, and there would be no end to her sharp tongue.

The house—the dream house—it would be a far cry from the little terrace house in which they were all staying now, and Tay Soon and Yee Lian talked endlessly about it, and it grew magnificently in their imaginations, this dream house of theirs with its timbered ceiling and panelled walls and sunken circular sitting room which was to be carpeted in rich amber. It was no empty dream, for there was much money in the bank already. Forty thou-

sand dollars had been saved. The house would cost many times that, but Tay Soon and Yee Lian with their good salaries would be able to manage very well. Once they took care of the down payment, they would be able to pay back monthly over a period of ten years—fifteen, twenty—what did it matter how long it took as long as the dream house was theirs? It had become the symbol of the peak of earthly achievement, and all of Tay Soon’s energies and devotion were directed towards its realization. His mother said, “You’re a show-off, what’s so grand about marble flooring and a swimming pool? Why don’t you put your money to better use?” But the forty thousand grew steadily, and after Tay Soon and Yee Lian had put in every cent of their annual bonuses, it grew to forty-eight thousand, and husband and wife smiled at the smooth way their plans were going.

*What’s so grand  
about marble  
flooring and a swim-  
ming pool?*

It was a time of growing interest in the stock market. The quotations for stocks and shares were climbing the charts, and the crowds in the rooms of the broking houses were growing perceptibly. Might we not do something about this, Yee Lian said to her husband. Do you know that Dr. Soo bought Rustan Banking for four dollars and today the shares are worth seven dollars each? The temptation was great. The rewards were almost immediate. Thirty thousand dollars' worth of NBE became fifty-five thousand almost overnight. Tay Soon and Yee Lian whooped. They put their remaining eighteen thousand in Far East Mart. Three days later the shares were worth twice that much. It was not to be imagined that things could stop here. Tay Soon secured a loan from his bank and put twenty thousand in OHTE. This was a particularly lucky share; it shot up to four times its value in three days.

"Oh, this is too much, too much," cried Yee Lian in her ecstasy, and she sat down with pencil and paper, and found after a few minutes' calculation that they had made a cool one hundred thousand in a matter of days.

And now there was to be no stopping. The newspapers were full of it, everybody was talking about it, it was in the very air. There was plenty of money to be made in the stock exchange by those who had guts—money to be made by the hour, by the minute, for the prices of stocks and shares were rising faster than anyone could keep track of them! Dr. Soo was said—he laughingly dismissed it as a silly rumour—Dr. Soo was said to have made two million dollars already. If he sold all his shares now, he would be a millionaire twice over. And Yee Yeng, Yee Lian's sister, who had been urged with sisterly goodwill to come join the others make money, laughed happily to find that the shares she had bought for four twenty on Tuesday had risen to seven ninety-five on Friday—she laughed and thanked Yee Lian who advised he not to sell yet, it was going further, it would hit the ten dollar mark by next week. And Tay Soon both laughed and cursed—cursed that he had failed to buy a share at nine dollars which a few days later had hit seventeen dollars! Yee Lian said reproachfully, "I thought I told you to buy it, darling," and Tay Soon had

beaten his forehead in despair and said, "I know, I know, why didn't I! Big fool that I am!" And he had another reason to curse himself—he sold five thousand West Parkes at sixteen twenty-three per share, and saw, to his horror, West Parkes climb to eighteen ninety the very next day!

"I'll never sell now," he vowed. "I'll hold on. I won't be so foolish." And the frenzy continued. Husband and wife couldn't talk or think of anything else. They thought fondly of their shares—going to be worth a million altogether soon. A million! In the peak of good humour, Yee Lian went to her mother-in-law, forgetting the past insults, and advised her to join the others by buying some shares, she would get her broker to buy them immediately for her, there was sure money in it. The old lady refused curtly, and to her son later, she showed great annoyance, scolding him for being so foolish as to put all his money in those worthless shares. "Worthless!" exploded Tay Soon. "Do you know, Mother, if I sold all my shares today,

I would have the money to buy fifty terrace houses like the one you have?"

His wife said, "Oh, we'll just leave her alone. I was kind enough to offer to help her make money, but since she's so nasty and ungrateful, we'll leave her alone." The comforting, triumphant thought was that soon, very soon, they would be able to purchase their dream house; it would be even more magnificent than the

one they had dreamt of, since they had made almost a—Yee Lian preferred not to say the sum. There was the old superstitious fear of losing something when it is too often or too directly referred to, and Yee Lian had cautioned her husband not to make mention of their gains.

"Not to worry, not to worry," he said jovially, not superstitious like his wife, "After all, it's just paper gains so far."

The downward slide, or the bursting of the bubble as the newspapers dramatically called it, did not initially cause much alarm, for the speculators all expected the shares to bounce back to their original strength and thence continue the phenomenal growth. But that did not happen. The slide continued.

Tay Soon said nervously, "Shall we sell? Do you

***"Do you know, Mother, if I sold all my shares today, I would have the money to buy fifty terrace houses like the one you have?"***



think we should sell?" but Yee Lian said stoutly, "There is talk that this decline is a technical thing only—it will be over soon, and then the rise will continue. After all, see what is happening in Hong Kong and London and New York. Things are as good as ever."

"We're still making, so not to worry," said Yee Lian after a few days. Their gains were pared by half. A few days later, their gains were pared to marginal.

There is talk of a recovery, insisted Yee Lian. Do you know, Tay Soon, Dr. Soo's wife is buying up some OHTE and West Parkes now? She says these two are sure to rise. She has some inside information that these two are going to climb past the forty dollar mark—

Tay Soon sold all his shares and put the money in OHTE and West Parkes. OHTE and West Parkes crashed shortly afterwards. Some began to say the shares were not worth the paper of the certificates.

"Oh, I can't believe, I can't believe it," gasped Yee Lian, pale and sick. Tay Soon looked in mute horror at her.

"All our money was in OHTE and West Parkes," he said, his lips dry.

"That stupid Soo woman!" shrieked Yee Lian. "I think she deliberately led me astray with her advice! She's always been jealous of me—ever since she knew we were going to build a house grander than hers!"

"How are we going to get our house now?" asked Tay Soon in deep distress, and for the first time he wept. He wept like a child, for the loss of all his money, for the loss of the dream house that he had never stopped loving and worshipping.

The pain bit into his very mind and soul, so that he was like a madman, unable to go to his office to work, unable to do anything but haunt the broking houses, watching with frenzied anxiety for OHTE and West Parkes to show him hope. But there was no hope. The decline continued with gleeful rapidity. His broker advised him to sell, before it was too late, but he shrieked angrily, "What! Sell at a fraction at which I bought them! How can this be tolerated?"

And he went on hoping against hope.

He began to have wild dreams in which he sometimes laughed and sometimes screamed. His wife Yee Lian was afraid and she ran sobbing to her sister who never failed to remind her curtly that all her savings were gone, simply because when she had wanted to sell, Yee Lian had advised her not to.

"But what is your sorrow compared to mine," wept Yee Lian, "see what's happening to my husband. He's cracking up! He talks to himself, he doesn't eat, he has nightmares, he beats the children. Oh, he's finished!"

Her mother-in-law took charge of the situation, while Yee Lian, wide-eyed in mute horror at the terrible change that had come over her husband, shrank away and looked to her two small children for comfort. Tight-lipped and grim, the elderly woman made herbal medicines for Tay Soon, brewing and straining for hours, and got a Chinese medicine man to come to have a look at him.

"There is a devil in him," said the medicine man, and he proceeded to make him a drink which he mixed with the ashes of a piece of prayer paper.

But Tay Soon grew worse. He lay in bed, white, haggard and delirious, seeming to be beyond the touch of healing. In the end, Yee Lian, on the advice of her sister and friends, put him in hospital.

"I have money left for the funeral," whimpered the frightened Yee Lian only a week later, but her mother-in-law sharply retorted, "You leave everything to me! I have the money for his funeral, and I shall give him the best! He wanted a beautiful house

all his life; I shall give him a beautiful house now!"

She went to the man who was well-known on the island for his beautiful houses and she ordered the best. It would come to nearly a thousand dollars, said the man, a thin, wizened fellow whose funereal gauntness and pallor seemed to be a concession to his calling.

That doesn't matter, she said, I want the best. The house is to be made of superior paper, she instructed, and he was to make it to her specifications. She recollected that he, Tay Soon, had often spoken of marble flooring, a timbered ceiling and a kidney-shaped swimming pool. Could he simulate all these in paper?

The thin, wizened man said, "I've never done

***I have the money  
for his funeral, and  
I shall give him the  
best! He wanted a  
beautiful house all  
his life; I shall give  
him a beautiful  
house now!***

anything like that before. All my paper houses for the dead have been the usual kind—I can put in paper furniture and paper cars, paper utensils for the kitchen and paper servants, all that the dead will need in the other world. But I shall try to put in what you've asked for. Only it will cost more."

The house, when it was ready, was most beautiful to see. It stood seven feet tall, a delicate framework of wire and thin bamboo strips covered with finely worked paper of a myriad colours. Little silver flowers scattered liberally throughout the entire structure, gave a carnival atmosphere. There was a paper swimming pool (round, as the man had not understood "kidney") which had to be fitted inside the house itself, as there was no provision for a garden or surrounding grounds. Inside the house were paper figures; there were at least four servants to attend to the needs of the master who was posed beside two cars, one distinctly a Chevrolet and the other a Mercedes.

At the appointed time, the paper house was brought to Tay Soon's grave and set on fire there. It burned brilliantly, and in three minutes was a heap of ashes on the grave.

## Activity Options

1. **Writing Narrative Paragraphs** Write a different conclusion to this story. For example, you might write an ending in which Tay Soon reaps a profit from his investments and attains his dream house. Read your ending aloud to classmates.
2. **Summarizing** Draw a sketch of Tay Soon's dream house based on your reading of this story. Then post your sketch in the classroom.
3. **Analyzing Causes and Recognizing Effects** Make a chart to illustrate the positive and negative effects of Tay Soon's quest for his dream house. Then discuss with classmates what lesson you think this story teaches about the pursuit of wealth.



CHAPTER  
**36**

Section 3

HISTORYMAKERS

# Kofi Annan

## *Doing the Impossible Job*

*"I think it's a most impossible job in the world but, as I said, someone had to do it."—Kofi Annan, describing his job as secretary-general of the United Nations (1996)*

In 1938, Kofi Annan was born in the British colony of the Gold Coast at a time when the United States and the European nations dominated the world. In 1945, World War II had ended and the victorious allies formed the United Nations (UN) to try to establish a permanent peace. In 1996, Annan became the first black African to head the UN as secretary-general. Widely praised for his administrative abilities and diplomatic skills, he faces many challenges.

Annan's father was a tribal chief and served as provincial governor in the Gold Coast, now the independent country of Ghana. Young Annan received his early education in Ghana. He then earned a college degree in economics and a master's degree in management at two schools in the United States. He also studied in Switzerland.

Annan began working for the United Nations in 1962. For two decades, he worked in a series of jobs that dealt with administrative and budget concerns. In the early 1990s, he expanded the scope of his responsibilities and impressed all who worked with him. In 1990, when Iraq invaded Kuwait, many workers of international organizations were trapped in the country. He used delicate diplomacy to win their release. He also managed to gain freedom for hostages from Western countries being held by Iraq.

In 1992, Annan joined the UN staff that oversaw peacekeeping operations. The following year he was put in charge of this area and took several steps to improve it. He ordered UN workers to create a central control room that could monitor all the peacekeepers around the world. He also won the agreement of 66 UN member nations to provide troops in an emergency.

What won the most acclaim, though, was Annan's work in Bosnia. There, forces from the North Atlantic Treaty Organization (NATO) had played a peacekeeping role for several years. Annan's task in 1995 was to begin the transition from NATO troops to UN peacekeepers. Though the process is still unfinished, he is managing to

pull the work off with few problems. "He is the only UN official who came out of the Bosnia experience with dignity and without having harmed the organization or relations with any one of the great powers," one diplomat recalled. Another said that all parties involved were comfortable with Annan because "everyone thought he was an honest broker."

The following year, Annan was chosen as the new secretary-general of the UN for three main reasons. First, he had experience in running peacekeeping operations. Between 1945 and 1993, the UN had undertaken 43 such actions. Twenty-eight of them had started in 1989 or after. This was clearly a role of growing importance.

Second, Annan had a combination of management ability and insider's knowledge. The UN faced great pressure from the United States in particular to reform its operations. Many felt that the UN spent too much money. His management experience was seen as an asset in the drive for reform. As the first career UN worker to head the organization, he was in good position to know what changes could be made. This might prove his most crucial task, as the UN had serious financial problems when he took office.

Third, Annan's public manner is much smoother than that of his predecessor. Some people argued that the UN was no longer necessary because of the end of the Cold War. However, his ability to communicate, supporters believe, will help him convince others that the UN still has a purpose.

## Questions

1. **Making Inferences** What would make the job of secretary-general "impossible"?
2. **Summarizing** What details of Annan's career qualify him for work as the secretary-general?
3. **Forming and Supporting Opinions** What do you think is the biggest challenge facing the United Nations as the 21st century begins? Explain your answer.

CHAPTER  
**36**

Section 4

CONNECTIONS ACROSS TIME AND CULTURES

*Progress and Change*

THEMATIC CONNECTION:

SCIENCE AND  
TECHNOLOGY

*Breakthroughs in technology ushered in the Industrial Revolution of the 1700s and 1800s and greatly transformed society, as you learned in Chapters 25 and 26. As you read in this chapter, advances in technology since World War II have also had a great impact on society, changing the way people live and work across the globe. What patterns emerge as you compare the two revolutions in technology?*

1. As a result of the Industrial Revolution, a great inequality developed between the industrialized West and the rest of the world. The gap widened as the West embarked on a policy of imperialism. How did 20th-century technology affect the economies of nations worldwide? \_\_\_\_\_  
\_\_\_\_\_
2. The Industrial Revolution led to the rise of corporations that made large profits by controlling entire industries and cutting the cost of production. In the 20th century, what steps have corporations taken to cut costs? \_\_\_\_\_  
\_\_\_\_\_
3. In the late 1800s, Alexander Graham Bell and Guglielmo Marconi ushered in a communications revolution with their inventions of the telephone and the radio. What technological innovations have transformed the way people communicate with each other today? \_\_\_\_\_  
\_\_\_\_\_
4. Beginning around 1900, culture became available to a wider audience. The phonograph was invented, movies were born, and high-speed presses made publications cheaper and easier to produce. What impact has 20th-century technology had on mass culture? \_\_\_\_\_  
\_\_\_\_\_
5. The Industrial Revolution eventually raised the standard of living for many people in Europe and North America in the 1800s. How do you think technological progress has affected the quality of life today? \_\_\_\_\_  
\_\_\_\_\_
6. In your opinion, how do the two revolutions in technology compare? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**36**  
**Section 1**

**RETEACHING ACTIVITY**

# *The Impact of Science and Technology*

**Determining Main Ideas** Write your answers in the blanks provided.

1. The exploration of space began in:

\_\_\_\_\_

2. What are some examples of consumer products containing computers?

\_\_\_\_\_

3. How has the Internet changed the way people live?

\_\_\_\_\_

4. What is molecular medicine?

\_\_\_\_\_

5. One negative aspect of the green revolution was:

\_\_\_\_\_

**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

\_\_\_\_\_ 6. a scientific technique that allows scientists to introduce new genes into an organism to give that organism new traits

a. genetic engineering

b. Internet

\_\_\_\_\_ 7. a communication network that is made up of the voluntary linkage of computer networks around the world

c. cloning

d. green revolution

\_\_\_\_\_ 8. space venture sponsored by the United States, Russia, and 14 other nations

e. International Space Station

\_\_\_\_\_ 9. a campaign to increase food production worldwide by promoting the use of fertilizers, pesticides, and disease-resistant strains of crops

\_\_\_\_\_ 10. the process of creating identical copies of DNA



## Section 2

**RETEACHING ACTIVITY** *Global Economic Development*

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

emerging nations  
tariff

free trade  
Persian Gulf War

global economy  
developed nations

ozone layer  
sustainable growth

1. One major goal of globalization is \_\_\_\_\_, which means eliminating trade barriers.
2. \_\_\_\_\_ are nations with the industrialization, transportation, and business facilities for advanced production of manufactured goods.
3. A \_\_\_\_\_ is a tax on goods imported from another country.
4. Considered our main protection against the sun's damaging ultraviolet rays, the \_\_\_\_\_ has been damaged by chemicals used in refrigerators and air conditioners.
5. All financial interactions among people, businesses, and governments that cross international borders make up the \_\_\_\_\_.
6. The theory of \_\_\_\_\_ has two goals: one, to meet current economic needs while ensuring the preservation of the environment, and two, the conservation of resources for future generations.
7. \_\_\_\_\_ are nations that are in the process of becoming industrialized.
8. The \_\_\_\_\_ was a war that showed how globally linked the economies of nations are.

**CHAPTER**  
**36****Section 3****RETEACHING ACTIVITY** *Global Security Issues*

**Clarifying** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- \_\_\_\_\_ 1. As of 2000, the UN has found that gender inequality, the difference between men and women in terms of wealth and status, still exists.  
\_\_\_\_\_
- \_\_\_\_\_ 2. The proliferation of nuclear weapons to other countries means the spread of nuclear weapons.  
\_\_\_\_\_
- \_\_\_\_\_ 3. AIDS, or acquired immune deficiency syndrome, is not a major health concern for the world.  
\_\_\_\_\_
- \_\_\_\_\_ 4. A nonbinding agreement means that a nation must suffer a penalty if it does not meet the terms of a declaration.  
\_\_\_\_\_
- \_\_\_\_\_ 5. Refugees are displaced people who leave their own country to move to another to find safety.  
\_\_\_\_\_
- \_\_\_\_\_ 6. One of the United Nation's primary goals is to promote world peace.  
\_\_\_\_\_
- \_\_\_\_\_ 7. Political dissent is a shared opinion over political issues.  
\_\_\_\_\_
- \_\_\_\_\_ 8. The Universal Declaration of Human Rights, issued in 1948, declared human rights standards for all nations.  
\_\_\_\_\_

CHAPTER  
**36**  
Section 4

RETEACHING ACTIVITY *Terrorism*  
*Case Study: September 11, 2001*

**Determining Main Ideas** The following questions deal with terrorism. Answer them in the space provided.

1. What are some motives behind terrorist acts?

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2. What are some examples of terrorist acts?

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3. What are “sleepers” and how did al-Qaeda use them?

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**Reading Comprehension** Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |                                                                                                                                 |                                    |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| _____ 4. a term for terrorism linked to drug trafficking                                                                        | a. Department of Homeland Security |
| _____ 5. a term for the use of violence against people or property to force changes in societies or governments                 | b. cyberterrorism                  |
| _____ 6. a department in the United States’ government that focuses on coordinating national efforts against terrorism          | c. terrorism                       |
| _____ 7. an antiterrorism law that gave the United States’ government special allowances to search for and prosecute terrorists | d. USA Patriot Act                 |
| _____ 8. a term for politically motivated attacks on information systems such as computer networks                              | e. narcoterrorism                  |



CHAPTER  
36

Section 5

RETEACHING ACTIVITY

*Cultures Blend in a Global Age*

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**Determining Main Ideas** The following questions deal with the blending of cultures in the 21st century. Answer them in the space provided.

1. What are some examples of mass media?

\_\_\_\_\_

2. Which television station is considered a global channel?

\_\_\_\_\_

3. What is the most commonly used language in the global community?

\_\_\_\_\_

4. What are some advances that allow a greater sharing of the arts?

\_\_\_\_\_

\_\_\_\_\_

5. Cultural elements that reflect a group's common background and changing interests:

\_\_\_\_\_

6. A sport that is an example of global popular culture that spread to many countries during the late 19th and early 20th centuries: \_\_\_\_\_

7. A Western mindset of placing a high value on acquiring material possessions:

\_\_\_\_\_

8. One reason why the West has such a large influence on the rest of the world:

\_\_\_\_\_